

## Thematic Module 4A




# The Wonderful World of Animals



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# **Thematic Module 4A**

## **The Wonderful World of Animals**

### **Day 1 to Day 9**



This product is the result of a joint venture with the following contributors:



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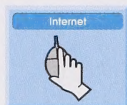
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Learning Technologies Branch  
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



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- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lth>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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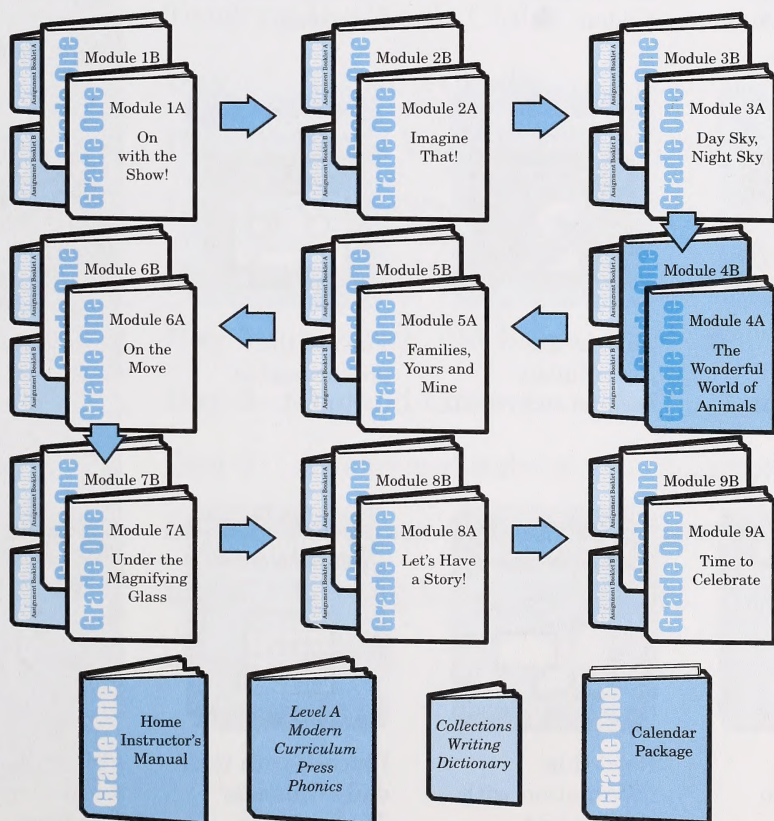
**IT IS STRICTLY PROHIBITED TO COPY ANY PART OF THESE MATERIALS UNDER THE TERMS OF A LICENCE FROM A COLLECTIVE OR A LICENSING BODY.**

## Course Overview: Basic Components

Welcome to Module 4 of the Grade One Thematic program.

The booklet you are presently reading is called a Student Module Booklet. It will take you through the course and show you, step by step, what to do with the student and how to do it. The activities you do will prepare the student for the assignments.

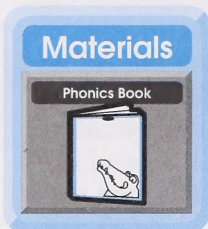
Grade One Thematic contains nine modules, each divided into two booklets, A and B. Each module has two Assignment Booklets, one for each of the A and B Student Module Booklets. The module you are working on is highlighted in a darker colour. The four other basic course components—a Home Instructor's Manual, a *Level A: Modern Curriculum Press Phonics* book, a *Collections Writing Dictionary*, and a Calendar Package—are also highlighted.



## Visual Cues

Throughout the Grade One Thematic program, you will find visual cues that indicate a material needed or a type of activity. Read the following explanations to discover what each icon prompts you to do.

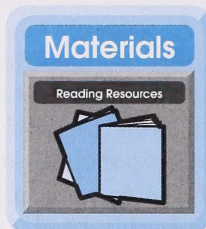
### Icons: Materials



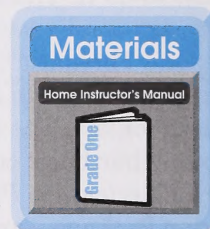
Turn to the  
*Level A: Modern Curriculum Press Phonics* book.



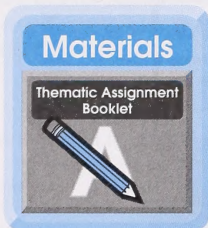
Place an item in the Student Folder.



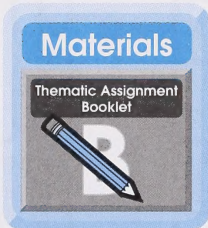
Turn to the reading resource indicated.



Turn to the Home Instructor's Manual for further information.



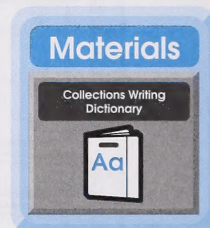
Turn to the Assignment Booklet indicated.



Turn to the Assignment Booklet indicated.

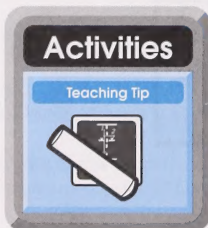


Turn to the audiocassette indicated.



Turn to the *Collections Writing Dictionary*.

### Icons: Activities



Read this information to yourself.



Read this information with the student.

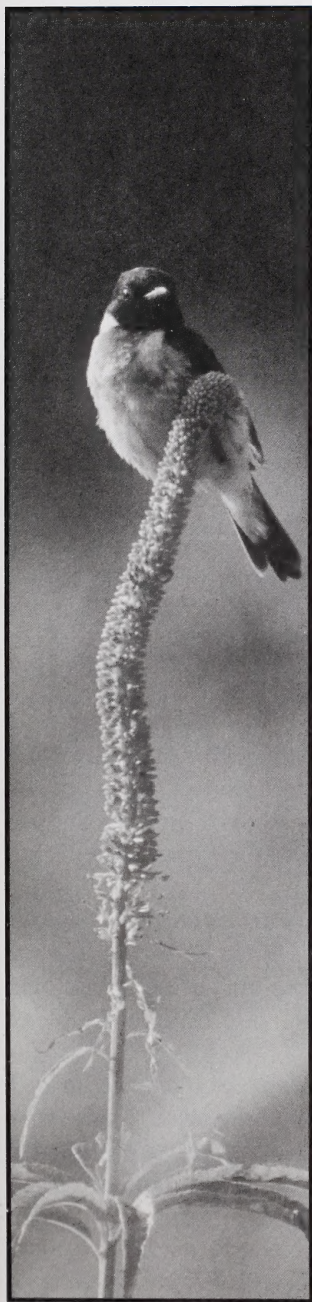


Proceed with the daily Calendar Time activity.



Access the Internet for the student. (This activity is always optional.)

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# Module 4 Overview

## The Wonderful World of Animals



Welcome to the Wonderful World of Animals! Over the next few weeks, you'll learn about animals that live nearby—sharing our homes, parks, and farms. You'll also take a look at the fascinating lives of animals in the wild that live both near and far. Books of fact and fiction will help your student discover more about the animal kingdom.

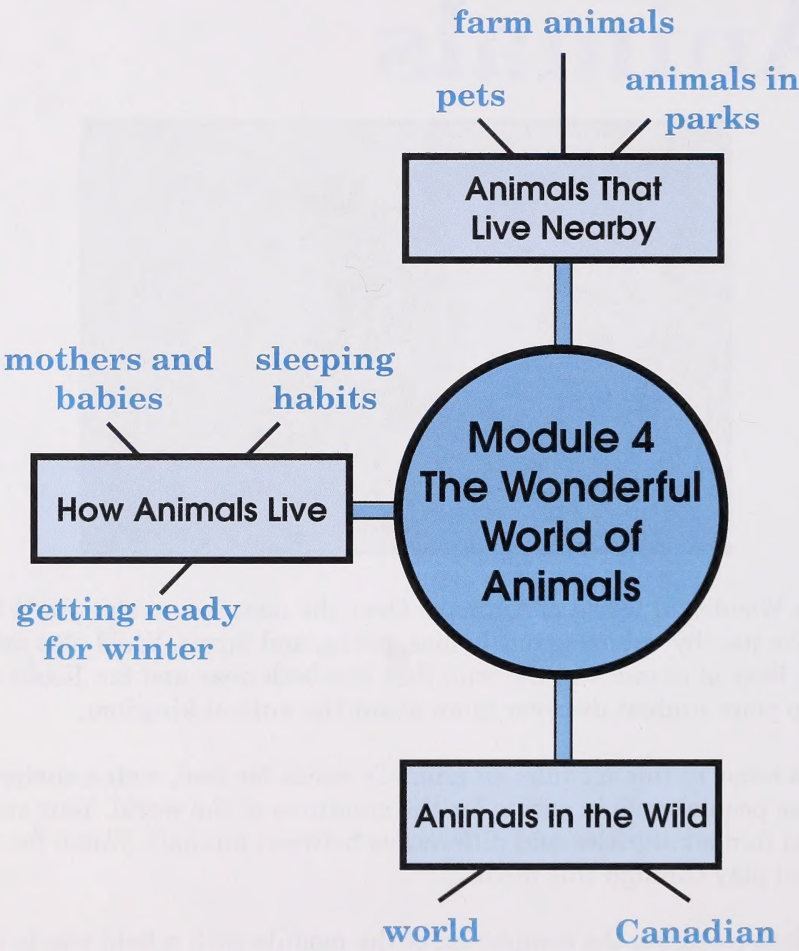
Several themes recur in this module: an animal's needs for food, water, shelter, air, and space, as well as people's role in caring for the creatures of the world. Your student will also be asked to find similarities and differences between animals. Watch for these themes as you work and play through this module.

You might wish to celebrate the completion of the module with a field trip to observe animals. A nearby zoo, farm, or animal shelter would be a good destination. If that is not possible, perhaps a visit to a family with pets could be arranged to coincide with the module's completion on Day 18.

Now, to make a grand entrance into The Wonderful World of Animals, listen to "Introduction and Royal March of the Lions" from *Carnival of Animals*. You will find this on Track 1 of *Classics for Children*.

# Module Web Chart

This chart highlights the main thematic topics for this module.



## Module Skills and Concepts

This module meets many curriculum objectives while building on your student's knowledge of the animal world. Because of the integrated nature of this Thematic program, you will find that objectives from one subject often relate to, or overlap, those of another subject. You will also notice that one activity may involve several—even all—of the strands of language arts (listening, speaking, reading, writing, viewing, and representing).

Science objectives are featured throughout this module, and are sometimes fulfilled through drama, music, and physical education activities.

Connections between various parts of the program make learning easier, more meaningful, and more enjoyable for the student. The skills and concepts listed below are only a sample of the total educational package included in **The Wonderful World of Animals**.

### Language Arts Skills

- **Reading**—identifying high-frequency words by sight; using knowledge of print, pictures, book covers, and title pages to construct and confirm meaning; previewing books and using previous experience to make connections to meaning of text; identifying the main idea of a story; using phonic knowledge and skills to read unfamiliar words in context; reading aloud with some fluency and accuracy after rehearsal; self-correcting when reading does not make sense
- **Writing**—experimenting with different ways of exploring and developing stories; increasing level of independence by using a personal dictionary, charts, and environmental print as reference; writing and representing brief narratives about own experience; checking for obvious spelling errors and missing words; writing simple sentences correctly, using capital letters and end punctuation; adding details, such as titles, labels, captions, and pictures, to writing
- **Speaking**—speaking in a clear voice, with appropriate volume, to an audience; sharing personal experience related to oral, print, and other media texts; talking with others about something recently learned; making observations about activities, experiences, and text; asking questions to get additional information from oral, print, and other media
- **Listening and Viewing**—listening and responding appropriately to experiences and feelings shared by others; following spoken directions for gathering ideas and information; taking turns sharing ideas and information; participating in shared listening and viewing experiences

- **Research**—finding information on a topic using a variety of sources, such as picture books, magazines, electronic media, people, and field trips; using questions to find specific information; listing related ideas and information on a topic; recognizing and using gathered information to communicate new learning
- **Printing**—printing letters legibly from left to right, using lines as a guide; using appropriate spacing between letters and words; practising letter formation
- **Phonics**—associating sounds with letters and some letter combinations; identifying and generating rhyming words; generating and reading phonetically regular word families; reviewing consonants in the beginning, middle, and end position; reviewing short vowel sounds; introducing and reviewing long vowel sounds; introducing and reviewing letter combinations
- **Spelling**—applying phonics knowledge and visual memory to attempt spelling of words; correctly spelling high-frequency words; knowing that words have conventionally accepted spellings; mastering high-frequency words **make, made, use, go, so, and no**; becoming more independent in spelling by using *Collections Writing Dictionary*, known words, and constructed spellings
- **Sight Words**—mastering high-frequency words **like, to, had, not, from, what, some, day, way, away, may, time, when, where, and there**

## Other Subject Skills

- **Science**—asking questions that lead to exploration and investigation; making and recording relevant observations, using written language, pictures, and charts; observing and identifying similarities and differences in the needs of animals; describing ways that humans meet their needs and the needs of plants and animals; identifying the requirements of animals to maintain life (e.g., air, food, water, shelter, space); recognizing that we must provide for the needs of animals in our care; identifying examples of animals under human care
- **Drama**—improving speaking skills; responding to stimuli, such as music and literature; using dramatic movement to investigate the environment; imitating voice for sound and pitch; miming animal movements; readers' theatre
- **Visual Arts**—representing observations, including horizon in landscape; creating relief art with store-bought modelling clay; stepping back for appraisal; adding finishing touches; displaying artwork

- **Music**—using tone matching; singing in tune; responding physically to the beat; recognizing that music may be fast or slow; recognizing that sounds may be high or low; recognizing that music may express our feelings; using movement to interpret music; understanding that the words of a song are very important to understanding the song
- **Health and Life Skills**—understanding there are similarities and differences in all people; recognizing personal interests and how they resemble or differ from others; understanding the need for regular exercise to help the body grow and develop; understanding many nutritious foods are provided by farm animals
- **Physical Education**—performing a wide variety of actions engaging the whole body; appreciating the performance of self and others; demonstrating body awareness through movement involving shape, balance, and transfer of weight; improving physical fitness through vigorous and continuous participation in gymnastics, dance, and outdoor pursuits within the student's physical capabilities
- **Information Communication and Technology (optional)**—using a CD-rom or the Internet to find information about a given topic; exploring and using the keyboard to produce short excerpts of text, such as titles, captions, or a brief writing; using a draw program with an erase feature

## Module Materials

### Books

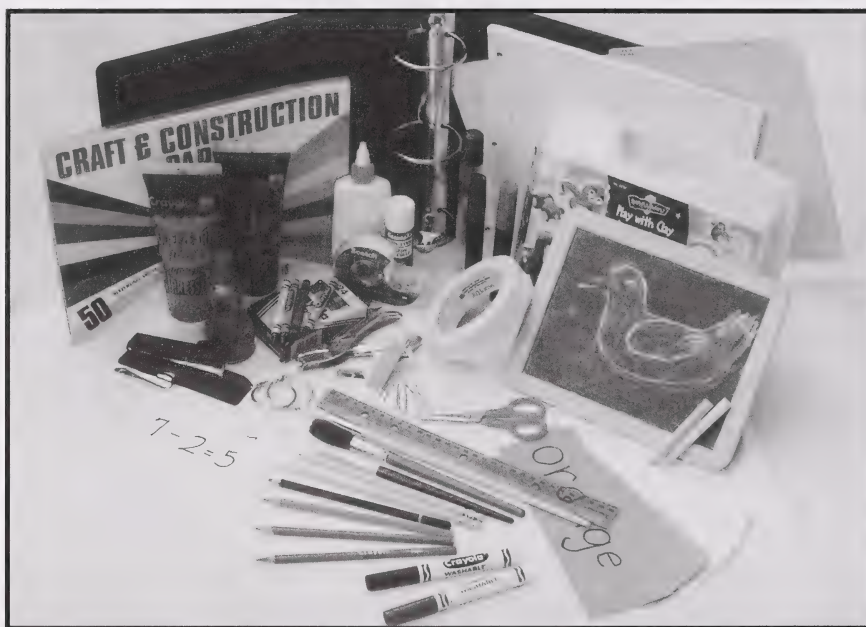
- *Level A: Modern Curriculum Press Phonics*
- *Collections Writing Dictionary*
- *Slide In* (Nelson Language Arts Series)
- *Collections: Time to Play*
- *Collections: Around My Place*
- *The New Baby Calf* by Edith N. Chase and Barbara Reid
- *Collections: Once Upon a Time*
- *Collections: Under My Hood*
- *Zoom In* (Nelson Language Arts Series)
- *Collections: It Looks Like . . .*

### Audio Resources

*10 Carrot Diamond* by Charlotte Diamond  
*Classics for Children* with Arthur Fiedler and the Boston Pops

## General Supplies

Certain basic school supplies, such as pencils, paper, glue, and scissors, are required on a regular basis throughout the Grade One program. Prepare a box containing these materials for use during the Thematic program and the Grade One Mathematics program, if your student is registered in that course also. These general supplies are outlined on the Master List of Required Materials.

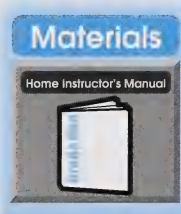


See the Home Instructor's Manual for further information on the Master List of Required Materials.

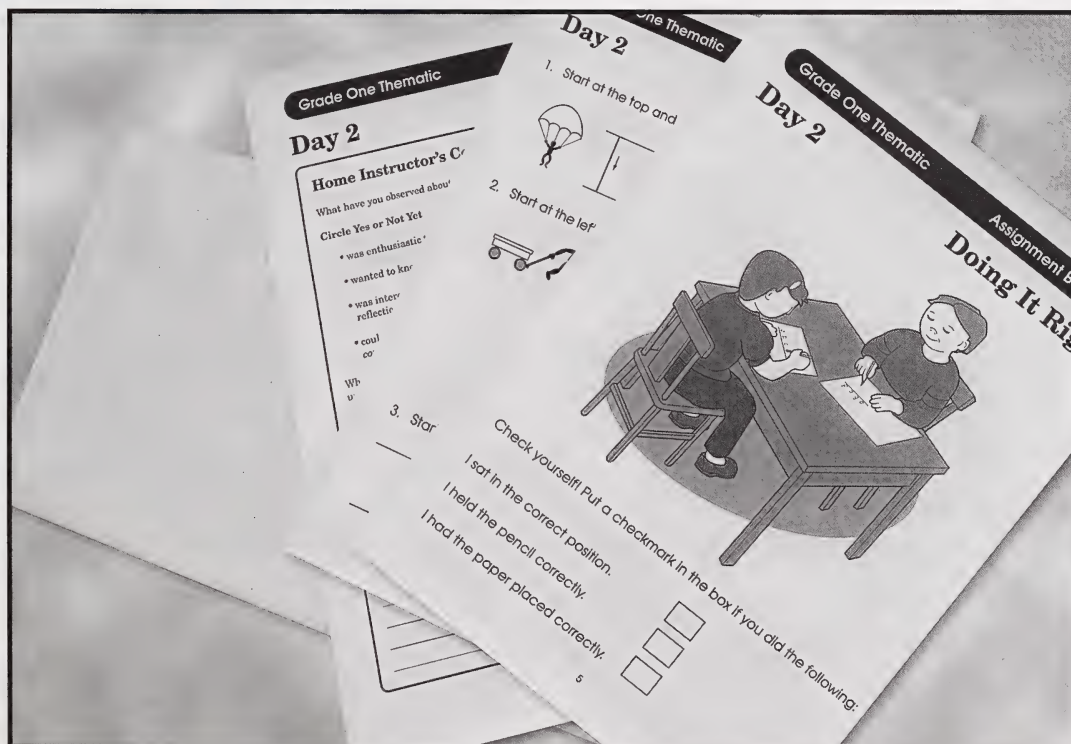
## Student Folder



Place completed items in the Student Folder when you see this icon. On Day 9 and Day 18 of each module, you will find a checklist in the Assignment Booklet to help you compile items for submission to the child's teacher. The teacher will let you know when to provide these items for marking.



**Note:** The Student Folder is not included with the basic course components. Refer to the Home Instructor's Manual for information on the Student Folder.



## Additional Resources

The basic reading resources that students need are provided. You could extend these with additional resources from a public or school library. Listed below are theme-related resources that would enrich this module.

A trip to the library in search of extra materials might be a delightful beginning to your module. In addition, you could investigate the many games and computer programs on the market that may enhance the student's learning opportunities. You might also refer to the Educational Sites listed in the Home Instructor's Manual.

### Books

#### Music

*Go In and Out the Window: An Illustrated Songbook for Children* by P. Fox

*If You're Happy and You Know It* by Nicki Weiss

#### Art Concepts

*Playing with Plasticine* by Barbara Reid

#### Sign Language

*The Handmade Alphabet* by Laura Rankin

*Sesame Street Sign Language ABC with Linda Bove*  
by Linda Bove

#### Pets

*ASPCA Pet Care Guides For Kids: Kittens* and  
others in the series by Mark Evans

*The Baritone Cat* by Mora Skelton

*Dogs* by Gail Gibbons

*Mister Got to Go: The Cat That Wouldn't Leave*  
by Lois Simmie

*My New Kitten* by Joanna Cole

*Oma and Bobo* by Amy Schwartz

*To Love a Cat* by Colleen Stanley Bare

*To Love a Dog* by Colleen Stanley Bare

#### Farm Animals

*Amos's Sweater* by Janet Lunn

*Barnyard Lullaby* by Frank Asch

*Bibi and the Bull* by Carol Vaage

*The Day the Sheep Showed Up* by David McPhail

*Goose* by Molly Bang

*A Horse Called Farmer* by Peter Cumming

*Milk Makers* by Gail Gibbons

*The Rooster's Gift* by Pam Conrad

*The Story of Ferdinand* by Munro Leaf

## Wild Animals

*Antler, Bear, Canoe: A Northwoods Alphabet Year*  
by Betsy Bowen

*Canadian Wild Animals* by Colleayn Mastin

*Crow and Fox and Other Animal Legends*  
by Jan Thornhill

*The Eyes of Gray Wolf* by Jonathan London

*A First Look at Bats* by Joyce Hunt and  
Millicent Selsan

*Footprints in the Snow* by Cynthia Benjamin

*Red Wolf Country* by Jonathan London

*Wild in the City* by Jan Thornhill

*The Wildlife ABC* by Jan Thornhill

## Bears

*Amazing Bears* by Theresa Greenaway

*Bear* by John Schoenherr

*Bears* by Hannah E. Glease

*Bears in the Wild* by Cliff Moon

*The Biggest Bear* by Lynd Ward

*Brown Bear, Brown Bear, What Do You See?*  
by Bill Martin Jr.

*Corduroy* by Don Freeman

*How Do Bears Sleep?* by E. J. Bird

*A Pocket for Corduroy* by Don Freeman

*Polar Bear, Polar Bear, What Do You Hear?*  
by Bill Martin Jr.

*The Three Bears Rhyme Book* by Jane Yolen

*Where Do Bears Sleep?* by Barbara Shook Hazen

## Beavers

*Beavers Beware!* by Barbara Brenner

*Busy Beavers* by Barbara M. Brownell

*Beaver* by Glen Rounds

## Birds

*Cardinals, Robins Guide* by George S. Fichter

*Crinkleroot's Guide to Knowing the Birds*  
by Jim Arnosky

*Have You Seen Birds?* by Joanne Oppenheim

*Night Creatures* by Gallimard Jeunesse

*Birds, Nests, and Eggs* by Mel Boring

## Animal Homes

*Animal Homes* by Brian Wildsmith

*A House for Hermit Crab* by Eric Carle

*A House Is a House for Me* by Mary Ann Hoberman

*I Can Build a House!* by Shigeo Watanabe

## Respect For Animals and Environmental Concerns

*Animals Should Definitely Not Wear Clothing*  
by Judi Barrett

*Hunter and His Dog* by Brian Wildsmith

*Oi! Get Off Our Train* by John Burningham

*The Sparrow's Song* by Ian Wallace

*Where Once There Was a Wood* by Denise Fleming

## Other Animal Books

*Animalia* by Graeme Base

*Animals in Winter* by Henrietta Bancroft and  
Richard Van Gelder

*Animals in Winter*, National Geographic Society

*Animals Showing Off*, National Geographic Society

*Animaze!: A Collection of Amazing Nature Mazes* by  
Wendy Madgwick

*Fish Eyes: A Book You Can Count On* by Lois Ehlert

*Frederick* by Leo Lionni

*The Golden Egg Book* by Margaret Wise Brown

*In The Snow: Who's Been Here?* by Lindsay Barrett  
George

*Indian Legends of Canada* by Ella Elizabeth Clark

*The Mixed Up Chameleon* by Eric Carle

*Nuts To You!* by Lois Ehlert

*The Three Little Wolves and the Big Bad Pig*  
by Eugene Trivizas

*The True Story of the 3 Little Pigs* by Jon Scieszka

*What's That Noise?* by Michele Lemieux

*Zoo* by Gail Gibbons

## Fiction Series

*Clifford books* by Norman Bridwell

*Frog and Toad books* by Arnold Lobel

*Little Bear books* by Elsie H. Minarik

*Spot books* by Eric Hill

## Magazines

The following magazines are good sources for pictures, stories, and facts about animals:

*Spider*

*Ranger Rick*

*Wild*

*Your Big Backyard*

*Owl*

*Chickadee*

*National Geographic World*

*Zoobooks*

## Videocassettes

**Note:** Some of the suggested videos may not be authorized by Alberta Learning. Home Instructors should use their own discretion regarding the use of these resources for their students.

The following videos may be available at your local library.

*See How They Grow:* This video series shows various animals from their first hours of life to maturity. Animated examples and narration are suitable for young children. The titles *Farm Animals*, *Pets*, and *Wild Animals* will particularly suit this module. New York: Sony Music Entertainment, 1993.

*Meet the Author/Illustrator Barbara Reid.* Toronto: Mead Educational Services, 1989. This videocassette would be helpful when preparing for Project Time in Day 5 and Day 6.

*Sharon, Lois, and Bram's Elephant Show, Vol 1.* Toronto: Cambium, 1996. Sharon, Lois, Bram, and Eric Nagler explore life on a farm and find things to do in their neighbourhood.

*10 Crunchy Carrots with Charlotte Diamond.* Vancouver: Hug Bug Music Inc., 1996. Watching and singing along with Ms. Diamond will help you learn the actions for songs like "I Wanna be a Dog," "Octopus," and "Spider's Web."

## ACCESS Videos

You may be able to borrow ACCESS videos through your local school or library. For more information, contact ACCESS.

Edmonton and area: (780) 440-7729

Rest of Alberta: 1-800-352-8293

Outside of Alberta: 1-888-440-4640

*Animals Around You.* 15 mins. Washington, D.C.: National Geographic Society, 1992.

*Animal Life Spans* (how scientists determine an animal's age and how long animals are likely to live)

*Animals on the Farm* (appearance, characteristics, and care of chickens, dairy cows, and pigs)

*At Home with Zoo Animals* (how zoos mimic natural environments to meet animals' needs)

*Counting with Animals* (odd and even numbers and basic computations)

*Sizing Up Animals* (big and small, light and heavy, tall and short)

*Summer on the Farm.* 30 mins. Kelowna, B.C.: Film West and Associates, 1995. Two part series. Part 1 (VC380001) covers planting to harvest. Part 2 (VC380002) covers farm animals and the growth of a calf.

*Take a Look-Dairy Farm.* 10 mins. Toronto: TV Ontario-Ontario Educational Communications Authority, 1990. How cows are fed, milked, and cared for; how milk gets to the consumer.

*Where Do Animals Go in the Winter?* 17 mins. Washington, D.C.: National Geographic Society, 1995. Changes in behaviour, diet, shelter, and appearance of animals in winter.

*The Zoo Crew.* 29 mins. Mississauga, ON.: Marlin Motion Pictures, 1995. How animals are cared for in a zoo.

## National Film Board Videos

*Summer Legend,* 8 mins. Directed by Francois Hartman. Produced by Eunice Macaulay. Mi'Kmaq legend describing the cycle of the seasons.

*The Owl and the Raven,* 6 mins. Directed by Co. Hoedemen. Produced by Pierre Moretti. An Inuit legend of how the raven became black.

## Audiocassettes

*Singable Songs for the Very Young.* Raffi. Willowdale, ON: Troubadour Records Ltd., 1976. Songs: "Down by the Bay," "Robin in the Rain," "Five Little Frogs," "Willoughby Wallaby Woo," "Spider on the Floor," "Baa Baa Black Sheep," "Going to the Zoo"

*A First Album by Fred Penner.* Songs: "The Cat Came Back," "I Had a Rooster," "Little White Duck," "The Story of Blunder"

## Websites

<http://www.learning.caliberinc.com/grade1.html>

<http://www.owu.edu/~mggrote/pp/>

<http://www.libsci.sc.edu/miller/Unitlink.htm>

<http://www.publib.nf.ca>

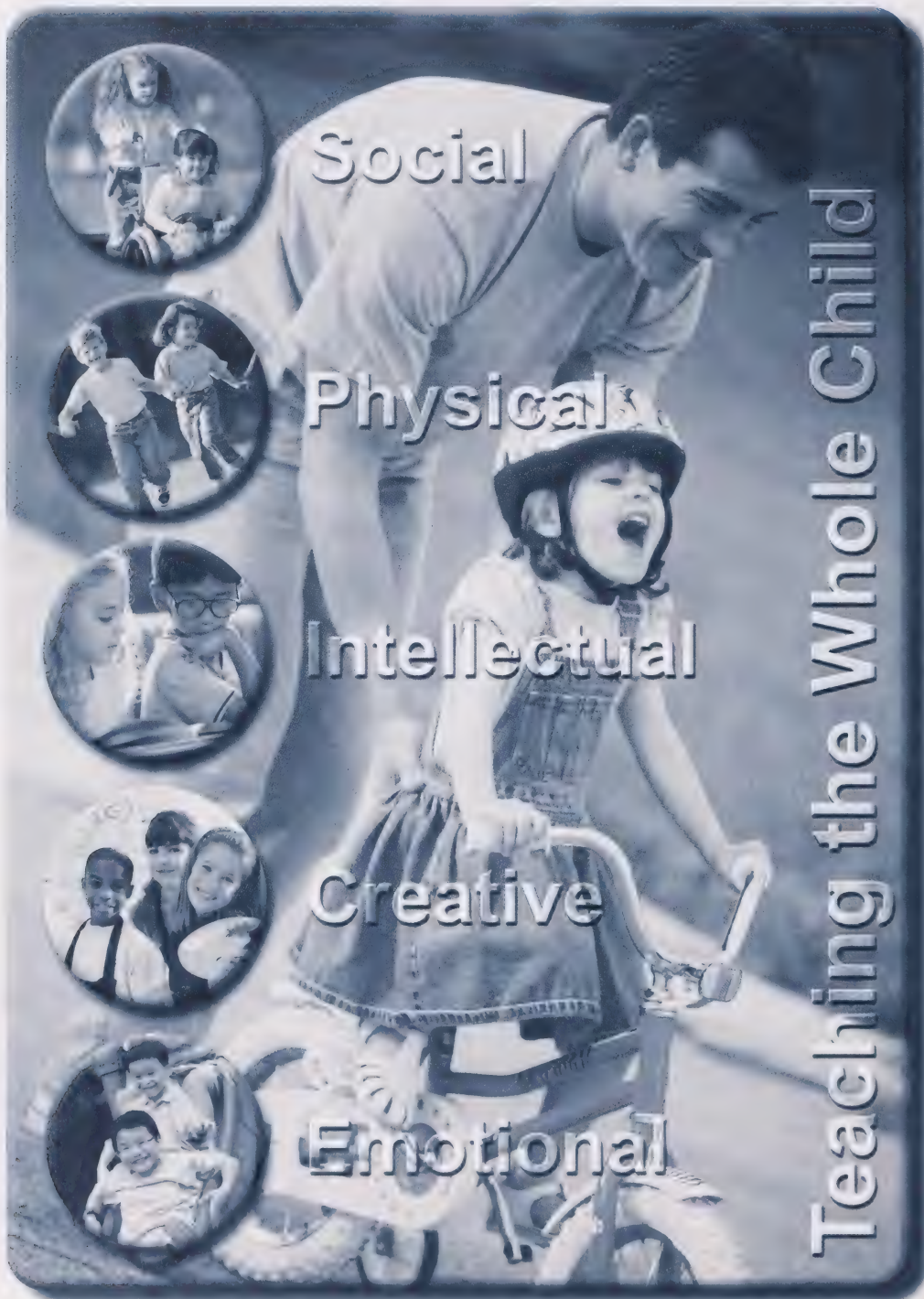
<http://www.snakesandrepiles.com/links.html>

<http://www.kinderart.com>

## Computer Programs

Microsoft Encarta 97: The Complete Multimedia Encyclopedia

Macintosh Grolier 99: Multimedia Encyclopedia Version Home Schooling



# Animal Friends

The Wonderful World of Animals begins with pets, the animals your student probably knows best. What do all pets have in common? They need food, water, and suitable habitats that include air, space to move, and shelter. People provide these needs as they care for animals. The needs of animals are presented in today's lesson through discussion, stories, and poetry.



Music and Movement provides the stage for your student to mimic familiar animals. Project Time offers a choice of making animal models or animal cookies.

**Enjoy the first day of a new module!**

### What You Need Today

#### General Supplies

- box containing required materials

#### Calendar Time

- Calendar Package
- other materials as needed

#### Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics*, pages 147–149
- Thematic Assignment Booklet 4A – Day 1: Printing Animal Names
- “Big Duck’s Walk” from the *Collections* book *Up the Hill*

#### Silent Reading

- books, magazines, or other favourite reading material
- “I Spy” *Collections* Emergent Level Booklet (optional)

#### Math Time

- See Mathematics Module 4, Day 1.

#### Project Time

##### Project Choice 1: Animal Cookies

- ingredients for cookies
- cookie cutters in animal shapes (optional)

##### Project Choice 2: Animal Models

- salt, flour, or cornstarch
- food colouring or paints (optional)

#### Story Time

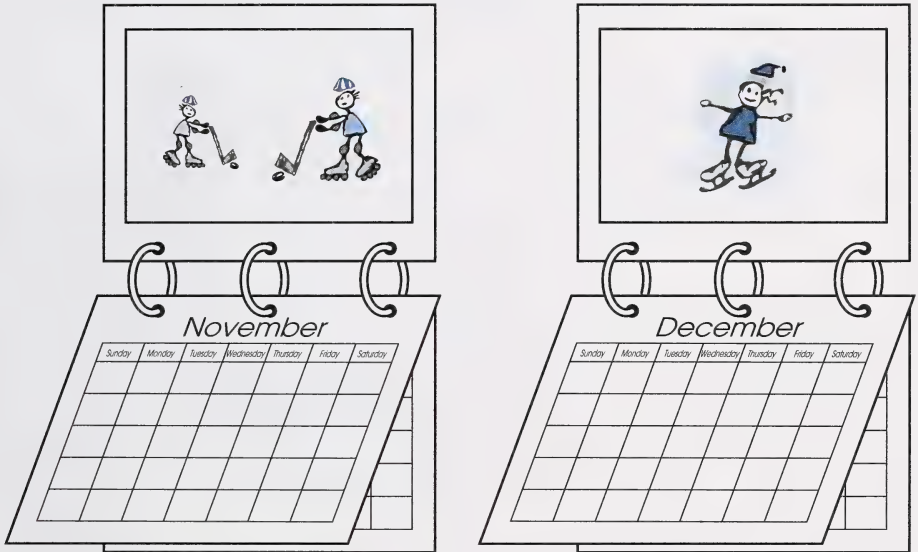
- mutually chosen reading material



## Calendar Time

**Time recommended: 10–30 minutes**

If the calendar from Module 3 is still current, proceed with the regular calendar routine. On the first day of the new month, refer to Preparing for Calendar Time in the Calendar Package. If you are ready for a new calendar page, you will need to extend Calendar Time to about 30 minutes.



Choose activities to suit your student's level of development, but be sure that the following activities are included each day:

- Print the number for the day onto the calendar.
- Put the weather symbol on the calendar.
- Set the pocket chart up with the correct date.

Today is Tuesday, January 9.

- Say the date aloud using the ordinal form of the number.

January the ninth

- Note any special events for the day.

### Focus for Today

Today, you will focus on your student's participation in and enjoyment of **music and drama activities**. Although there is no Learning Log, you are asked to observe your student's ability to mimic animal movements and sounds. Activities during Music and Movement will allow you to observe

- skills in drama
- the ability to match pitch and volume in an echo game



What animal might this boy be imitating?

## Language Arts

**Time recommended: 35 minutes**

### Word Study

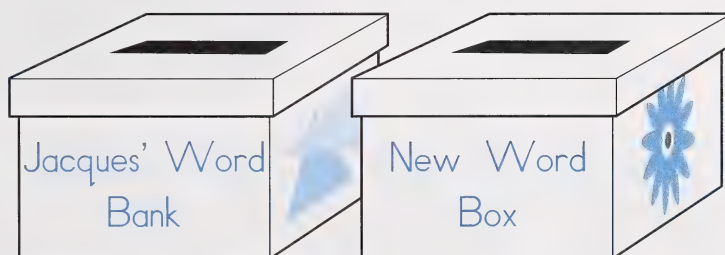
At the end of Module 3, you removed the cards from the New Word Box and from the child's personal word bank. From these cards, you made two ringed books:

- one containing coloured index cards of **high-frequency words**
- the other containing theme-related and personal-interest words on white index cards

From time to time, review the cards in the ringed booklets, emphasizing the high-frequency words.

You are now starting a new collection of words for this module—again increasing your student's **sight-word vocabulary**. Ask your student to choose a word or two to learn today, either related to the module or of personal interest. If the words are **not** from the high-frequency list found in the Appendix of your Home Instructor's Manual, print the words on white index cards.

**sight-word vocabulary:**  
words that can be  
recognized at a glance,  
without pausing to sound  
them out



### Materials

Home Instructor's Manual



For suggestions on teaching word recognition, turn to Word Study Teaching Notes in the Appendix of the Home Instructor's Manual.

Have the student print any new words in the *Collections Writing Dictionary*.

## Phonics and Printing

Introduce the phonics activity by using a script such as the following:



Some amazing animals hide deep in the ocean.

We say they hide because they blend in with their natural surroundings.

Do you know the word for this kind of hiding? (camouflage)

Today you will discover some amazing facts about fish.



Open *Level A: Modern Curriculum Press Phonics* to pages 147 and 148. Remove and assemble the booklet. Have your student read it to you. Help as necessary. Spend a few minutes discussing the amazing abilities of fish that are discussed in the booklet.

It is not necessary to send this booklet to the teacher.

Now turn to page 149. Read the instructions together. Ask the child to complete the page independently. Do not correct this checkup activity before submission.

Direct your student to self-evaluate the assignment as follows:

Look at the words you have printed.

Were any words difficult for you to write?

Underline that word (those words).

Which words show your best printing?

Circle that word (those words).

In Day 2, you will continue with the second page of this checkup activity. Keep the page in the phonics book until then.

The poem “One Day” includes animal names containing short vowels. Read the poem together slowly, allowing your student as much independence as possible.

## One Day

One day a pig and a hen  
Went on a walk by the pen.  
They saw a dog and a fox,  
Next to the cat and the ox,  
And they saw a cub in its den.



Praise the student's effort. Read the poem once more, striving for even more fluency.

After the second reading, ask which animals were mentioned in the poem. Look back at the poem to find all seven animals (pig, hen, dog, fox, cat, ox, and cub).

## Materials

Thematic Assignment  
Booklet



Open Thematic Assignment Booklet 4A to Day 1: Printing Animal Names. Refer to the booklet for directions

## Music and Movement

**Time recommended: 10–15 minutes**

Many Music and Movement activities in this module can be done either outdoors or indoors. Whenever possible, get outside for this time, and invite other family members along for the fun.

### Pet Charades

How do you play Pet Charades? Decide who will act first. That person chooses a pet and decides how the pet moves. Without saying a word, the actor moves like the chosen pet while the other players guess which animal they are watching. Whoever guesses correctly is the next actor.

Play Pet Charades until everyone has had a few turns.



Do you see a monkey?

## Animal Sounds

What does an animal sound like? Make an animal sound and then ask your student to repeat the animal sound back to you as exactly as possible. For example, if you sing “mew, mew, mew” in a high-pitched voice, the child should repeat it in a high-pitched voice.

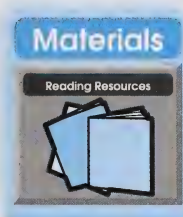


Take turns mimicking the sounds of different animals, varying the pitch (higher or lower) and the volume (louder or softer). Experiment with echo games. You make an animal sound with a certain pitch and volume. Have your student echo this sound back to you as exactly as possible. Then have your student make an animal sound for you to echo.

## Language Arts

**Time recommended: 60 minutes**

### Reading

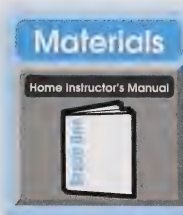


Turn to the *Collections* book *Up the Hill*. Locate the story “Big Duck’s Walk” in the Contents. Have your student turn to the story by using the page number that is indicated.

Together read the title of the story and the name of the author. Encourage the student to look at the pictures on pages 11 to 16 and then discuss the following question.

What do you think this story is about?

### Word Study



Have the student preview the text on pages 11 to 16 of “Big Duck’s Walk.” Talk about known words and help the student with any unknown words. Use the following text and the Key Words and Actions Guide in the Home Instructor’s Manual to develop your student’s decoding skills.



One word that you might study is the word **goes**. Focus on the “two-vowel” rule.

---

When two vowels go walking,  
The first one usually does the talking  
And it says its name.  
The second one says nothing at all.

---

Next, have the student pay special attention to the “ow” sound in the word **down**. Refer to this sound as the “slap sound” and have the student slap the knee lightly while saying a stretched-out “ow!”

ow		Slap your knee lightly and say a stretched-out “Ow!” sound.	
----	---	---	---

If there are problems identifying a sound, have the student practise the sound while looking in a mirror. Talk about the position of the mouth and tongue when saying the sound. In addition, place the thumb on one side of the voice box and a finger on the other side and monitor the movement of the voice box when saying the sound.

On a piece of paper, list other words that belong to the same word family as **down**. For example, the words **brown**, **gown**, **crown**, **drown**, and **town** belong to the same word family.

Refer the student’s attention back to page 11 of the story “Big Duck’s Walk” and ask the student to read the text.

Decide how much Word Study your student is capable of at this time. There are several sight words and short-vowel words in the story as well. The “-ed endings” on **shouted** and **called** may also come up for discussion.

Before turning the page, invite the child to predict where the big duck will go for a walk. Discuss the reasons for the prediction, and then have the student continue to read pages 12 to 16.

Once finished, ask the following questions:

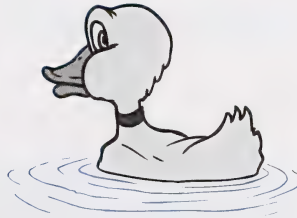
How close was your prediction to what actually happened in the story?

Where did the duck go first? second? third?

Where did the duck go next? last?

What animals were at the **top** of the hill when the duck went **down** the hill?

What animals were **beside** the water when the duck went **into** the water?



What other animals were **beside** the water when the duck got **out** of the water?

What animals went **up** the hill with the duck?

How do you know these animals are kittens?  
(They look smaller than cats.)

How many kittens followed the duck?

Is it important for animals to exercise? Why or why not?

Do you think the duck would have been sad if the girl had forgotten to feed it? Why or why not?

## Day 1 • Animal Friends

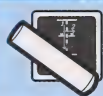
Is it important to take care of pets and farm animals? Why or why not?

How do we take care of animals?

After discussing the questions, reread the story, coaching your student to apply some of the phonics studied. Take into account your student's attention span and overall enjoyment of the story.

### Activities

Teaching Tip:



One can overdo teaching by going beyond what the student is able to grasp at any time. The same phonetic principles will present themselves repeatedly in reading materials. Gradually, the ideas will become firm for your student.

### Writer's Workshop

#### Pets Web Chart

Today we are starting a new module called The Wonderful World of Animals. What do you think **wonderful** means? (Accept any suitable answer, such as *special* and *amazing*.)

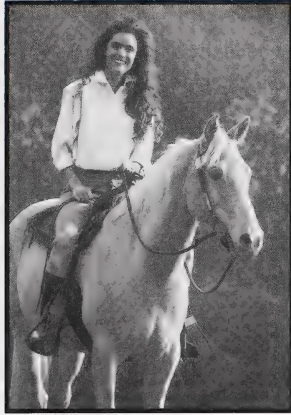
Tell me about an animal that you know. What is wonderful about it?

Name another animal. What is wonderful about it?

In this module, you will learn about many special animals.

We will start with animals that you already know about.

Today we are going to talk about pets!



What is your favourite pet?

Why is that your favourite pet?

What animal would you like to have as a pet?  
Why?

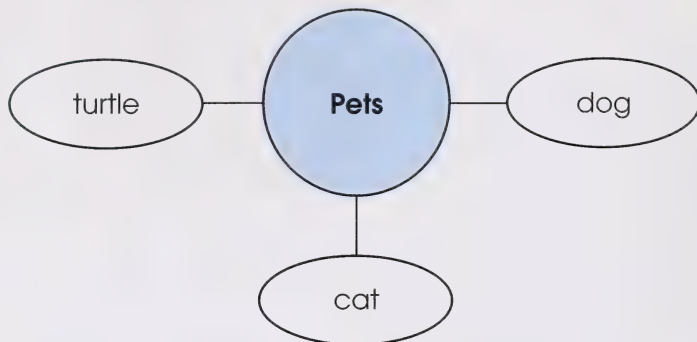
What other pets do you know?



Let's make a web chart about all the pets we can think of.



Draw a circle in the middle of an unlined sheet of paper. Print the word **Pets** inside the circle. As you think of pets, print each name in a circle. Draw a line to connect the pet to the centre circle. After discussion, add the web to your student folder.



If your student can't think of many pets, give clues such as the following:

Can you name a really big pet?

Can you name a pet that flies?

Which pets can swim?

What about farm animals?



After your student has included at least six pets, extend your discussion to the needs of pets.

- Name an animal in one of the circles and ask the child to locate the name of that animal.
- Ask where that pet lives and what it eats.

For example, if the pet is a goldfish, your student might answer, "It lives in an aquarium and eats fish food." If the pet is a dog, the answer might be "It lives in the house with us and eats dog food."

When you are finished talking about pets, ask the following questions:

**needs:** something  
that is necessary

Did you notice that all pets have **needs**?  
Needs are those things that are necessary.

What things do you think all pets need?

Help your student discover that pets need

- water
- air to breathe (even fish)
- space to move in
- attention



Summarize your thoughts by listing the needs of pets on a chalkboard, a piece of paper, or using the computer. Then, continue discussion as follows:

We know many things about looking after animals.

Now, what about you?

What are your needs?

What things do you need?

Your student may be able to identify the same needs as for pets: nutritious food, fresh water, clean air, a safe home, space to move in, and attention. Other possible answers include love and the companionship of other family members and friends.

Since these charts about the needs of animals and people are not required for submission, you may wish to post them in your work area. Later they can be kept in your chart binder.

### Are there any hungry pets to feed?

**You must be hungry, too!  
Enjoy your lunch!**



## Silent Reading

**Time recommended: 10 minutes**

Silent Reading is one time when both of you may read whatever you choose. The child's reading material does not have to be about animals. Your student may read several different resources each day or may choose to read an old favourite.



If your student experiences difficulty with Silent Reading, consider taping a reading of a story. Then, the student can silently listen to the reading while following along with the printed text.

## Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 4, Day 1.

## Project Time

**Time recommended: 50 minutes**

For either of today's project choices, use the provided recipe or one of your own. Encourage the student's participation in

- reading the recipe
- assembling ingredients and utensils
- following recipe directions

- measuring and mixing ingredients
- shaping the cookies or models
- cleaning up



Before you start, review appropriate rules regarding safety and cleanliness in the kitchen.

## Project Choice 1: Animal Cookies

During this project, the child will follow directions to make animal-shaped cookies.

### Shortbread Animal Cookies

125 mL	icing sugar	$\frac{1}{2}$ cup
250 mL	margarine	1 cup
1	egg yolk	
dash	nutmeg	
2.5 mL	salt (optional)	$\frac{1}{2}$ teaspoon
500 mL	flour	2 cups



Cream margarine and sugar together. Blend in the egg yolk, nutmeg, and salt. Stir in the flour. Knead with hands until the dough holds together without crumbling.

Roll out the dough on a floured board to about 1 cm ( $\frac{1}{2}$  inch) thickness and cut into animal shapes. If you do not have cookie cutters in animal shapes, help the child draw and cut out animal shapes from brown paper. Use these as patterns. Have your student use a dull knife to cut out the shapes.

Bake at 160°C (325°F) for 10 to 12 minutes or until slightly brown.

## Project Choice 2: Animal Models

In this activity your student will use modelling clay to make shapes of favourite animals. Look around the house for ideas of animals your student might enjoy modelling.



When the models are dry, the child may add details with paint.

### Materials

Home Instructor's Manual



Use commercial modelling clay or prepare a recipe of homemade modelling clay. Use your own recipe or refer to the one in the Art section of the Home Instructor's Manual.

## Sharing Time

**Time recommended: flexible**

Some items for sharing might be

- animal activities from Music and Movement
- a reading of a poem or the story "Big Duck's Walk"
- the web chart of pets
- animal cookies or models

Ask each other about favourite pets or even the pet you wish you could have.

What kind of pet would you like to have?



a horse



an iguana



a cat



a bird

### Let's Look Back

**Time recommended: 10 minutes**

As you talk about today's activities, consider some of the following:

Do you think it is easy or hard to look after a pet? Why?

What do you think is the hardest thing about looking after a pet?

What do you like better: making animal movements or making animal sounds? Why?

What is your favourite animal sound?

Which animals do you enjoy imitating?

There is no Learning Log today.

## Story Time

### **Time recommended: flexible**

This is a special sharing time for you and your student. Enjoy a relaxed and happy time as you read aloud material you have chosen together. You may do this at another time of the day that will better suit your situation and schedule.



You could choose “My Pet” on the following page. Your student might enjoy acting out the lines as you read. Say the first stanza quietly and slowly. Say the second stanza louder and a little faster.

---

---

My Pet

---

---

My pet was once very small  
He hardly took up any space at all  
And every day I fed my pet  
And gave him walks and water too  
And every day I played with him  
And he grew and grew and grew . . .

And now my pet is big and tall  
So I haven't any space at all  
But every day I feed my pet  
And give him walks and lots to drink  
And every day I play with him  
But I wish that he would shrink.

---

---



You have now finished Day 1.  
Can you guess which pet you will  
get to know in Day 2?

# Would You Like to Be a Dog?

Today's theme is meant in fun. Children sometimes like to pretend they are dogs or other animals. Even adults have been known to say, "It's a dog's life!" Today your student will have the chance to imagine life as a dog. But there will be distinctly human activities, too, as your student composes a song, writes a chart, or reads a book.



### What You Need Today

#### General Supplies

- box containing required materials

#### Calendar Time

- Calendar Package
- other materials as needed

#### Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- magazines or catalogues that can be cut
- *Level A: Modern Curriculum Press Phonics*, pages 150, 153, and 154
- Thematic Assignment Booklet 4A – Day 2: Printing with Super e
- “Little Brown Puppy” from the *Collections* booklet *Time to Play*

#### Music and Movement

- “I Wanna Be a Dog” from the *10 Carrot Diamond* cassette tape by Charlotte Diamond
- construction paper, tie, headband, or other scrap material for making dog ears and tail (optional)

#### Silent Reading

- books, magazines, or other favourite reading material

#### Math Time

- See Mathematics Module 4, Day 2.

#### Project Time

- “I Wanna Be a Dog” from *10 Carrot Diamond*

#### Story Time

- mutually chosen reading material



## Calendar Time

**Time recommended: 10 minutes**

The regular routine of Calendar Time includes the following:

- printing the date on the calendar
- putting the weather symbol on the calendar
- setting up the pocket chart with the correct date
- saying the date aloud
- noting special events for the day

Refer to your Calendar package for other suggested activities.

## Focus for Today

Your student's **ability to listen and speak** is today's focus. Does the child understand information presented orally? Is the child a clear and confident speaker? Is the child able to communicate thoughts, feelings, and needs? There is no Learning Log for Day 2.

## Language Arts

**Time recommended: 35 minutes**

### Word Study

Without saying the words, print **like** and **to** on coloured index cards.

like

to

Test your student's ability to read the words automatically. Index cards for known words go into the personal word bank. The student can then select two other words to study today.



## Day 2 • Would You Like to Be a Dog?

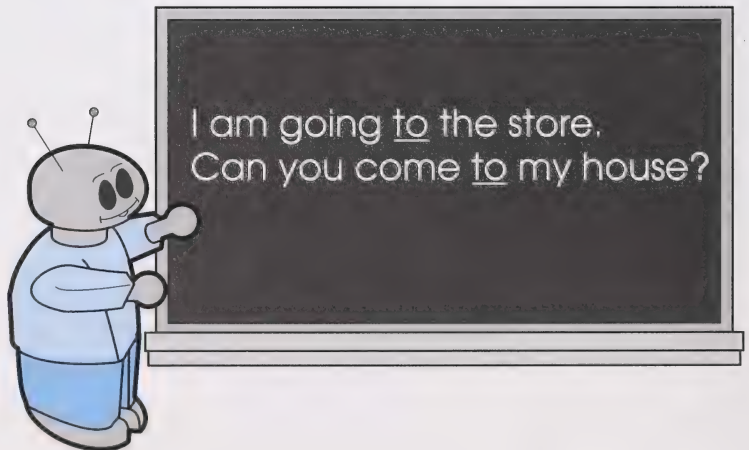
If further teaching of the word **like** is required, print it on the chalkboard or on a piece of paper. Point out the use of the **super e** at the end of **like**. Demonstrate with an arrow that this letter **e** taps the letter **i** and makes it say its own name. The word has a “long i” sound.

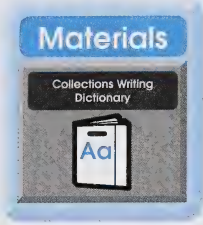


For the word **to**, show how the word is related to the word **do**. Both words say a “spooky oo sound,” but are spelled with only one letter **o**.

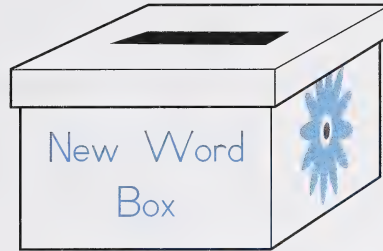
to do

Show the word **to** in sentences so the student understands the job that this word does.





After studying the words, have the student place the index cards in the New Word Box and print any new words in the *Collections Writing Dictionary*.



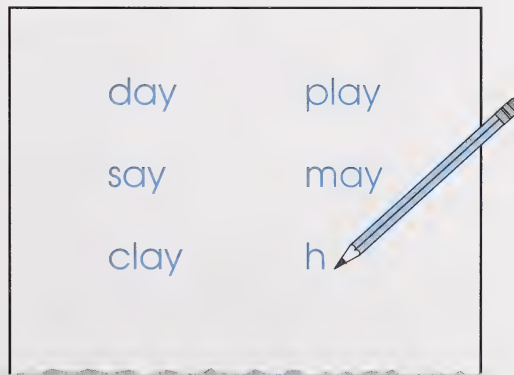
## Phonics and Printing



Open *Level A: Modern Curriculum Press Phonics* to page 150, which is a checkup on short vowels. Have your student complete the page independently. Do not mark the page. For the rest of the lesson, you will be dealing with long vowels or vowels that say their own names—**a**, **e**, **i**, **o**, and **u**.

Turn to page 153. Have the student look at the picture of Kay. Then read the poem at the top of the page while tracking the words.

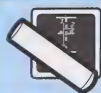
In the word **Kay**, the **ay** makes the “long a” sound. Because this letter combination has a consistent sound except for the word **says**, it is important to learn. Brainstorm to show your student what a useful letter combination **ay** is.



## Day 2 • Would You Like to Be a Dog?

### Activities

Teaching Tip:



Learning spelling patterns or word families will help your student tremendously in learning to read. Throughout the Thematic program, you will be introduced to common patterns that are easy to learn and highly regular.

During this morning's Reading, for example, your student will see spelling patterns such as

-ame	(in <b>name</b> )	-ime	(in <b>time</b> )
-in	(in <b>Lin</b> )	-ump	(in <b>jump</b> )
-ay	(in <b>play</b> )	-un	(in <b>run</b> )
-all	(in <b>ball</b> )	-ag	(in <b>wag</b> )

### Materials

Home Instructor's Manual



To read more on spelling patterns, refer to the Language Arts section of the Home Instructor's Manual.



Have your student write the word **Jake** and make the arrow from the **e** to the **a** that helps the letter **a** say its name.



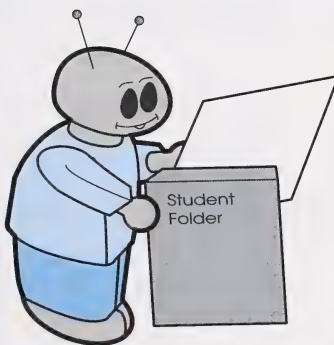
Read the poem about Kay and Jake once more. Ask your student to point to the words that say the name of the letter **a**. Does your student notice any other ways to make a “long a” sound? **Kay** is made with the **ay** spelling pattern. Several words belong to the **ake** spelling family. The word **pail** uses an **ai** to say the “long a” sound.

Remind your student that the “long sound” of the letter **a** can be shown with a straight line over the letter.

Kāy

Read the directions for page 153 in *Level A: Modern Curriculum Press Phonics*. Together say the names of the pictures on the page. Then have your student complete the page independently. Correct the work; then go on to page 154. Read the instructions together, and have your student complete the page independently. Correct the work.

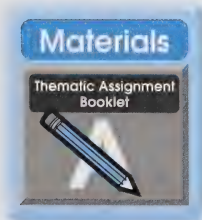
Have the student label the top of page 153 with his or her name and M4D2. Place the sheet in the Student Folder.



## Enrichment (optional)

For more practice, have your student look through old magazines or catalogues and cut out pictures of items with a “long a” sound in their names. Some examples are **train**, **skates**, **games**, and **paint**.

Glue the pictures onto a piece of paper and label the paper with the title “Long a.” Post the page near the work area.



Open Thematic Assignment Booklet 4A to Day 2: Printing with Super e.

### Music and Movement

**Time recommended: 10–15 minutes**

Today's Music and Movement activity would be even better with more participants. Invite other family members to join in the fun. This is primarily an inside activity, though your "pet" might enjoy a romp outside as well.

Invite participation with the following script:

If you could be a pet, which one would you choose? Why?

What would be the best thing about being that pet?

For the next few minutes, pretend you are a dog.

What kind of a dog would you like to be?

Practise being a dog for a few minutes. Encourage lots of dog sounds and movements.

Your student might enjoy wearing "dog" ears and a tail. Tie a sash or necktie for a tail. Make ears by attaching paper ears to a toque or headband.



Next, ask the child to act out the motions and make appropriate sounds as you read aloud the words to "I Wanna Be a Dog," from the Charlotte Diamond cassette tape *10 Carrot Diamond*. The words are printed in the cassette's liner notes.

Then play the song on the tape recorder. Your student will act out the words to the song, complete with dog pants, growls, and howls. Repeat the song two or three times so the child can do the actions and sing along.



You might both appreciate a short break for a drink of water and a bit of a cooldown before settling into Language Arts. While you are having a drink, discuss the following questions:

Why do dogs pant?

Dogs pant to cool off. Panting moves air quickly in and out of the lungs to help get rid of the heat inside. Other furry animals also pant. What do humans do to cool off?

(We perspire.)

Finish your discussion by asking the following question:

What is the best thing about being human?

### Language Arts

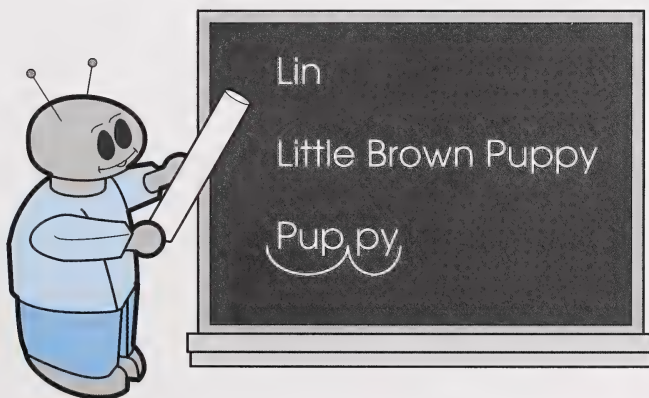
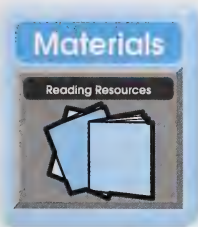
**Time recommended: 60 minutes**

#### Reading

##### Guided Reading

Take out the *Collections* book *Time to Play* and study the cover. Point out that this is Lin and her “Little Brown Puppy.”

Write the following words on a piece of paper or the chalkboard.



## Day 2 • Would You Like to Be a Dog?

Point out familiar words or parts of words. For example, your student may recognize the word **in** in the name **Lin**, as well as words like **little** and **brown**, which were previously studied. As needed, point out that **Little** and **little**, **Brown** and **brown** are the same words, except that one begins with a capital letter and the other one begins with a lower-case letter.

Read the title of the book and ask the following questions:

Does it look like Lin is taking time to play?

When do you take time to play?

Turn to the Contents at the front of the book and have your student locate the title “Little Brown Puppy.” Then ask the child to locate the story.



Read the title of the story and help the student read the names of the author and illustrator. Then discuss the first picture, including the following:

Where might these animals be living? (in a pet store)

What makes you think they might be in a pet store? (the “For Sale” sign and the three different kinds of animals)

Let’s read the first page to see who is telling this story.

Have your student read the page as independently as possible. Then ask

Who is telling the story? (the puppy)

How do you know it is the puppy talking?

Now, read the next page and see what the puppy tells us about the girl in the picture.

Why do you think Lin is so happy?

Turn to page 14 and read the text together, tracking the words. Read slowly enough for your student to acknowledge the relationship between the spoken and the printed word.

Who is the teacher and who is the student?  
(The puppy, as the teacher, is showing Lin how to play ball.)

Study the picture on page 15 and discuss what the puppy is trying to do (jump). Since this text follows the same pattern as the text on page 14, your student may be able to read the page alone.

What is the little brown puppy showing Lin here? (how to jump)

Look at page 16.

What do you think the puppy is showing Lin now?

Have the student read the page. Then ask the following question.

How does the puppy want Lin to run?

Look at page 17 and discuss it. Use the following questions to guide your discussion:

What is the puppy doing here? (wagging a tail)

Can Lin wag a tail?

On page 18, what is Lin doing? (smiling)

Let's read and find out what Lin is smiling about.

### Word Work

Have your student read the story again, making a mental note of any words that need more study. When your student hesitates on a word, allow some time for figuring it out.

You did a good job of figuring out that word.  
(Point to the word.)

How did you know what the word was?

Your student may indicate using the illustration, sounding it out, recognizing part of the word, or thinking about the story. Assure the child that such techniques are used by good readers. Work with individual words as required by your student. You may refer back to today's Word Study where certain word families were mentioned.

Remind your student that words like **name**, **time**, **home**, **smile**, and **like(s)** follow the **super e** rule you were studying during Phonics.



You may need to review the contraction **it's** and introduce **can't**.

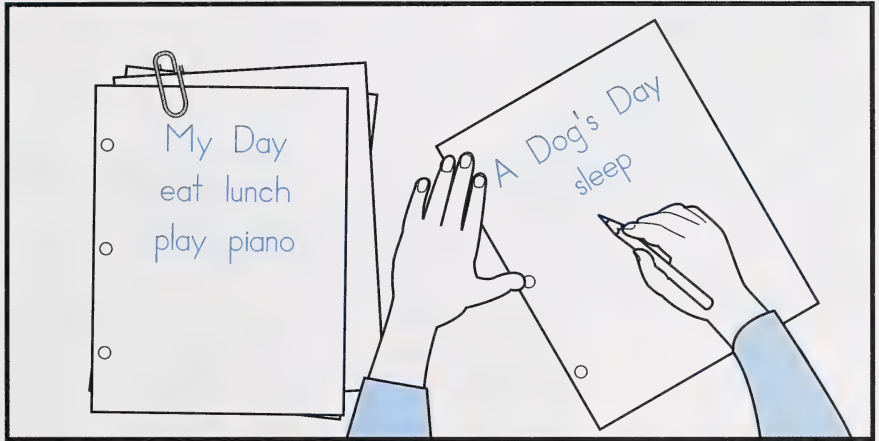
it is      →      it's  
cannot      →      can't



The words you study will be determined by your student's own needs. Take time for new words or skills as well as skills that need review. Do not, however, spend time on words or skills that are easy for the child.

## Writer's Workshop

Today's Writer's Workshop compares a child's day with a dog's day. Use two pieces of lined paper. On one, have the child print the title "My Day." On the other, print the title "A Dog's Day."



Guide your student to list five or six things she or he does in a day. Include sleeping and eating, as well as activities like

- making the bed
- school work
- setting the table for lunch
- practising the piano
- playing with friends

The activities can be listed in any order.

On the other piece of paper, help your student to list five or six things a dog might do in a day. Include sleeping and eating, as well as activities like

- digging up a bone
- chasing a car
- barking at cats
- going for a walk



## Day 2 • Would You Like to Be a Dog?

Tape the two pages together. Then have the child draw lines to match up any activities that are the same. Both lists have sleeping and eating, of course, but your child might find other similarities. Exercise, for example, is a common link between a child playing with friends and a dog going for a walk. Encourage and accept any connections the child discovers. It's fine if some activities don't match up at all.

### Materials

Student Folder



Label the assignment with the necessary information, full name, and M4D2. Place it in the Student Folder.



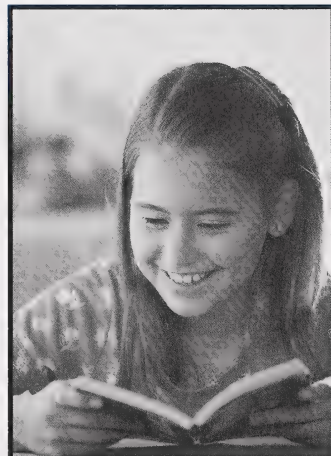
**Now it's time to feed the family.  
Do you have any pets to feed?**

## Silent Reading

**Time recommended: 10 minutes**

Remember that Silent Reading is a time for you and your student to read independently. It is acceptable for the child to read out loud if he or she is actually reading the text. When beginning to read, this is sometimes necessary.

The rules are that you are not to disturb one another in the enjoyment of reading. Sharing can be done once Silent Reading is over.



## Math Time

**Time Recommended: 45 minutes**

Proceed with Mathematics Module 4, Day 2.

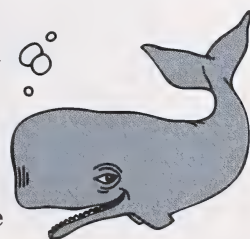
## Project Time

**Time recommended: 50 minutes**

Composing is the object of today's project. Start by listening once more to the song "I Wanna Be a Dog." This time, ask the child to sing along without acting out the movements.

Ask your student to choose any animal, other than a dog, and create a verse of the song for that animal. ("Oh I wanna be a whale. I wanna swim in the sea . . .") The lines might rhyme, but it is not necessary.

Staple six pages of unlined paper together—a title page, a page for each of the four lines of the song, and a back page. Print the song, one line per page, as your student dictates. Leave room for an illustration on each page.



## Day 2 • Would You Like to Be a Dog?

The song is now ready to be illustrated. Your student may use pencil crayons, felt markers, or wax crayons.



When this activity is finished, label it with the student's name and M4D2, and place it in the Student Folder.

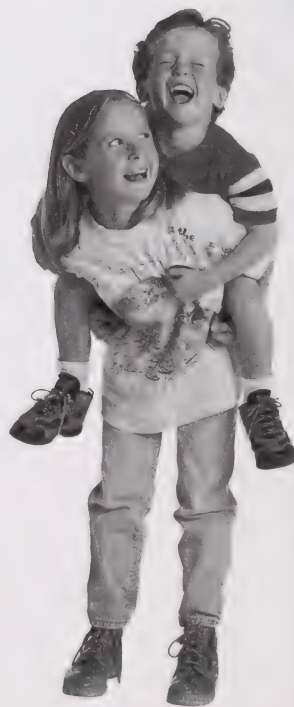
### Sharing Time

#### Time recommended: flexible

Today's project would make a good choice for sharing. Your student may perform the song and display the book for other family members or friends to enjoy. Perhaps the audience could be encouraged to choose an animal and make up a verse! Then your student could experience both performing and being an attentive audience member.

#### Enrichment (optional)

Play a game of charades where one person acts out an animal and the others guess which animal it is.



## Let's Look Back

**Time recommended: 10 minutes**

As you look back on the day, encourage your student to share his or her feelings about being a dog. Is there anything else the child would like to share about the differences between a dog's life and a child's life? What are three things the child can do that a dog cannot?

On the topic of listening and speaking, encourage self-evaluation by asking the child to finish these sentences:

I practised my listening skills today when I . . . .

I practised my speaking skills today when I . . . .

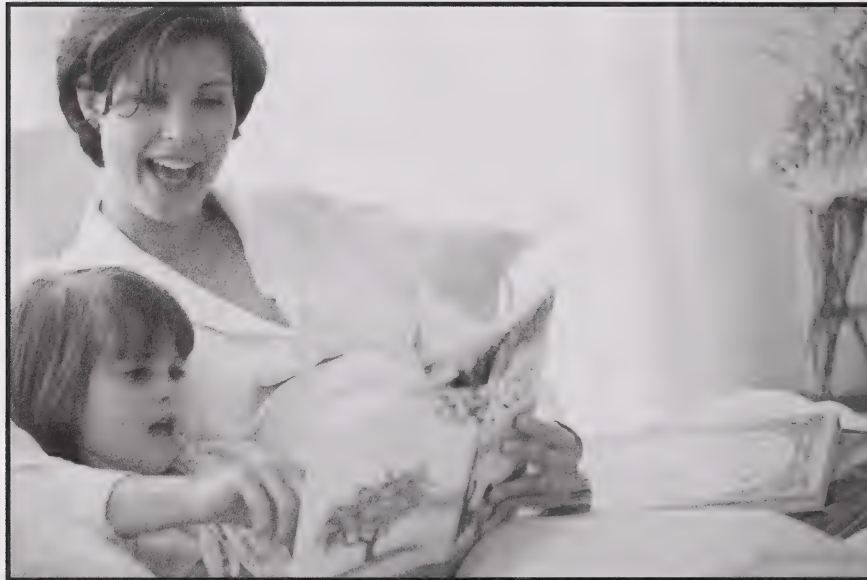
There is no Learning Log to complete for today.



### Story Time

**Time recommended: flexible**

Enjoy quiet time with your student by reading a favourite story. Story Time helps in establishing a lifelong love of books and reading, as well as increasing the child's reading and speaking vocabulary.



Reading is a good time to deepen relationships.

**Congratulations on finishing Day 2**

**Next day, you will be “On the Farm,”  
even if you do not leave your home!**

# On the Farm

On the farm, a world of wonderful experiences await you. Through activities, discussion, and familiar nursery rhymes, your student will learn about farm life.

Farm-animal products are an important source of nutritious food—a point emphasized during Reading.

Writer's Workshop will give the student the opportunity to write about personal farm impressions or experiences.

During Project Time, a choice can be made between making butter, stick puppets, or doing computer art.



### What You Need Today

#### General Supplies

- box containing required materials

#### Calendar Time

- Calendar Package
- other materials as needed

#### Language Arts

- *Level A: Modern Curriculum Press Phonics*, pages 155, 157, 158 (Page 156 is optional.)
- Thematic Assignment Booklet 4A
  - Day 3: Spelling Pre-test
  - Day 3: Spelling Rhymes

#### Silent Reading

- books, magazines, or other favourite reading material

#### Math Time

- See Mathematics Module 4, Day 3.

#### Project Time

##### Project Choice 1: Making Butter

- 300 mL whipping cream
- glass jar with tight-fitting lid

##### Project Choice 2: Stick Puppets

- scraps of construction paper, fabric, ribbon, yarn, etc.
- craft sticks

##### Project Choice 3: Computer Art

- computer with a paint program

#### Let's Look Back

- Thematic Assignment Booklet 4A
  - Day 3: Learning Log

#### Story Time

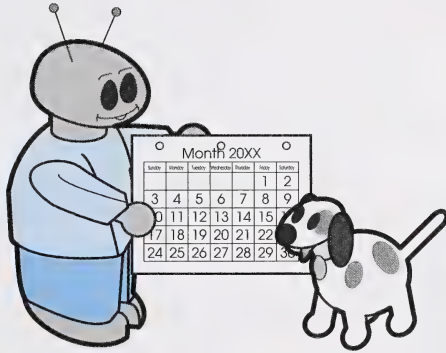
- *Bibi and the Bull* by Carol Vaarge or *Amos's Sweater* by Janet Lund (optional)



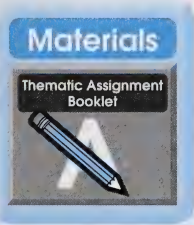
## Calendar Time

**Time recommended: 10 minutes**

Proceed with your usual calendar routine.



## Focus for Today



Today's focus is on **phonics and spelling**. Notice the process your student uses to sound out words. Does the student show letter-sound correspondence? Are words easily sounded out?

Open Thematic Assignment Booklet 4A to Day 3: Learning Log to preview points for observation. Observe the child's skills during today's Reading activities.

## Language Arts

**Time recommended: 35 minutes**

### Spelling

**Pre-test** your student on the six spelling words for this module.

By pre-testing, you will determine if the child already knows the words or if instruction and practice is required. If the student accurately spells the words, it is not necessary to spend more time on these six words.

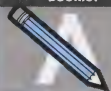
**pre-test:** to test ability to spell specific words before studying or even glancing at words



Study is only required on the words that the student is unable to spell. Further spelling activities will be done on Day 5 with the words your student needs to study.

### Materials

Thematic Assignment Booklet



Open Thematic Assignment Booklet 4A to Day 3: Spelling Pre-test. Without showing the words, test your student on the following spelling words: **make, made, use, go, so, and no.**

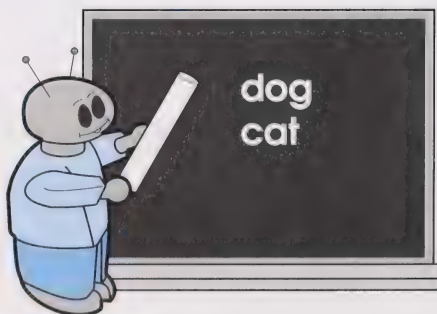
**Note:** When giving the pre-test, use the following steps:

- Say the word.
- Say the word in a sentence.
- Repeat the word.

### Enrichment (optional)

If your student can already spell the words given in the pre-test, encourage the child to choose a few spelling words that suit the theme or that are of personal interest. Common theme words might include the following:

- |         |        |
|---------|--------|
| • pig   | • dog  |
| • hen   | • fish |
| • cat   | • duck |
| • horse |        |



## Phonics and Printing

Your student will work with the “long a” sound in phonics and printing today. Begin with the following script:

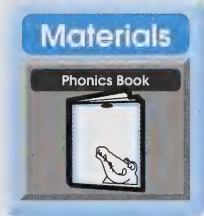


Today we will learn more about the “long vowel a.”

Can you hear the long vowel sound in the word **name**? (Exaggerate the “long a” sound.)

What is a word that rhymes with **name**?

If there are problems identifying words with the “long a” sound, have the student practise this sound while looking in a mirror. Talk about the position of the mouth. In addition, place the thumb on one side of the voice box and a finger on the other side, and monitor the movement of the voice box when saying the sound.



Open *Level A: Modern Curriculum Press Phonics* to page 155. Read the instructions together; then have your student complete the page as independently as possible. Correct the page. Repeat the steps for pages 157 and 158.



Marking the phonics work as soon as it's finished gives your student immediate feedback and helps in teaching good work habits. Have your learner correct any errors and then re-mark that item with a different-coloured pen.

## Enrichment (optional)

Your student might also enjoy the “soccer-game” review of the “long a” found on page 156 of the phonics book.

### Materials

Thematic Assignment  
Booklet



Turn to Day 3: Spelling Rhymes in Thematic Assignment Booklet 4A and complete as directed.

## Music and Movement

**Time recommended: 10–15 minutes**

Nursery rhymes are today's focus in Music and Movement and later in Reading. Any of them can be used to encourage

- language development
- reading
- movement such as skipping or dancing
- singing or playing an instrument
- drama

### Activities

Teaching Tip



Do you remember nursery rhymes from your childhood? Those rhymes may seem outdated, but their value has recently received new recognition.

A growing body of research shows that rhymes directly contribute to a child's vocabulary and

understanding of language. Some studies suggest that a child who can easily detect rhymes learns to read faster and more successfully than one who does not.

What is the connection between reading and rhyming? In order to recognize a rhyme, a child needs to notice that the last part of a word has a distinct sound. This awareness carries over into reading and helps a child realize that words are made up of different sounds.



Begin as follows:

Let's sing a nursery rhyme about farm animals.  
Do you know "Baa Baa Black Sheep"?

Sing together, or if you are not familiar with the melody, chant the rhyme together and then repeat the first verse.

---

---

**Baa, Baa, Black Sheep**

---

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**Baa, baa, black sheep  
Have you any wool?  
Yes, sir, yes, sir,  
Three bags full.**

**One for my master  
And one for my dame,  
And one for the little boy  
Who lives in the lane.**



What is the gift the sheep gives? (wool)

Tell me some things that are made from wool.  
(blankets, sweaters, mittens, hats)

A sheep doesn't need a heavy coat when the weather is hot.

The farmer shears this extra wool off so the sheep is comfortable in the summer.

Now let's sing a song about the farm where the sheep lives. Let's sing "Old MacDonald Had a Farm."

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### Old MacDonald

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Old MacDonald had a farm,  
E-I-E-I-O  
And on his farm he had a cow,  
E-I-E-I-O  
With a moo, moo here,  
And a moo, moo there,  
Here a moo,  
There a moo,  
Everywhere a moo, moo  
Old MacDonald had a farm,  
E-I-E-I-O

---

---



What do you like best about this song?

What other animals might be on Old MacDonald's farm?

What sounds do they make?

Now, you choose an animal for the next verse.

Repeat the song for several animals. Then ask your student to read the printed song, tracking while reading. If the child is confident about the words, point to words at random and ask what they are.

## Language Arts

**Time recommended: 60 minutes**

### Reading

During this session, you will continue experimenting with nursery rhymes. Be creative in making verses come to life for your student. Encourage involvement that is physically active as well as intellectually stimulating. For example, you may dramatize a verse to

- confirm the meaning
- sound out words
- review words previously studied

By singing, skipping, dancing, and even laughing, you will bring learning to a higher level. Speaking of learning, be sure to point out that many foods come from the farm—whether from animals or the garden. Take your pick of rhymes and enjoy!

This verse is great for skipping or hippity-hop.

---

---

To market, to market, to buy a fat pig,  
Home again, home again,  
jiggety-jig.  
To market, to market,  
to buy a fat hog,  
Home again, home again,  
jiggety-jog.

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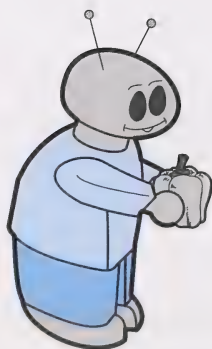


Your student might want to take his or her socks off to use toes for this one or try the verse on a younger sibling's toes.

---

---

This little pig went to market,  
This little pig stayed home,  
This little pig had roast beef,  
This little pig had none,  
And this little pig cried,  
Wee-wee-wee-wee-wee,  
all the way home.



Peter Piper picked a peck of pickled  
peppers;  
A peck of pickled peppers Peter Piper  
picked.  
If Peter Piper picked a peck of pickled  
peppers,  
Where's the peck of pickled peppers Peter  
Piper picked?

---

---

Points for discussions might include the following:

- Where do peppers come from?
- How do peppers get picked?
- Who makes dill pickles?
- Who grows the rest of our fruits and vegetables?

To discuss how we get bread, review “Little Red Hen” found in Module 1, Day 5. You can then extend the idea with the verse below.

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**Blow, wind, blow! and go, mill, go!  
That the miller may grind his corn;  
That the baker may take it;  
And into bread make it,  
And bring us a loaf in the morn.**

---

---



To update this story, discuss how grain is grown, harvested, and milled today. Then talk about or even show how bread is made today. Such discussion might lead you on a study trip to

- a farm
- a farm equipment dealer
- a flour mill
- a bakery
- a neighbour who makes bread

Many people enjoy gardening. Mistress Mary enjoys growing some very interesting things in her garden.

---

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**Mistress Mary, quite contrary,  
How does your garden grow?  
With silver bells and cockle shells,  
And pretty maids all in a row.**

---

---



The following poem by R. L. Stevenson is not a nursery rhyme, but it is a long-standing classic. Read the poem and discuss what other products come from the cow besides cream (butter, buttermilk, cheese, yogurt, ice cream, meat, and leather).

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### The Cow

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**The friendly cow all red and white,  
I love with all my heart.  
She gives me cream with all her might,  
to eat with apple tart.**

---

---

You might want to go through your own nursery-rhyme books to find other verses that bring out the theme of farm and animals. Examples include the following:

- There Were Once Two Cats of Kilkenny
- Little Boy Blue
- Old Mother Hubbard
- Pussy Cat, Pussy Cat
- Elsie Marley Is Grown So Fine

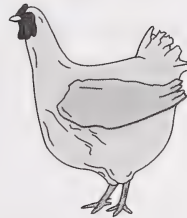


As you read each of the verses, take turns tracking the text. Have the student do as much of the reading as possible by sounding out words, looking for known words, looking at the illustrations, and finding meaning from the text.

After reading the verses, continue as follows.

Let's make a list of farm animals and then we'll talk about what they give us.

Prepare a chart as shown below. Your student may not be aware that some animals give us more than one product.

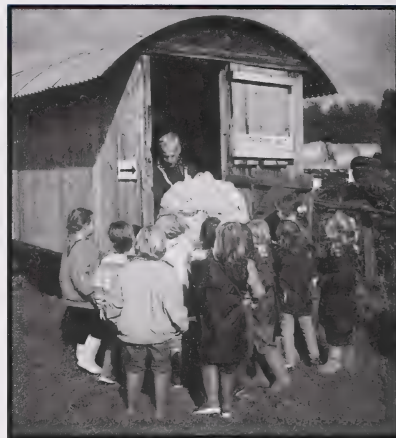


If you fill a page, start a second page for your ideas. Post this chart in your work area. You may later keep it in your chart binder. It is not necessary to submit this assignment, but you will be referring to it during Project Time in Day 4.

### Journal Writing

This morning, your student will be writing about a farm. What the child writes will depend on personal experience. Does the child live on a farm? Has your student visited a farm once or many times? Have you read books or watched videos about a farm?

If your student's background knowledge about farm life is limited, fill in gaps by making a trip to a farm, reading a book, or by watching a video about a farm. See the Additional Resources at the front of this module.



Even with limited experience, writing and drawing about farm life can be a focus for discussion and further learning. The following script may be helpful in focusing on the topic:

What can you tell me about a farm? (Answers will vary. Take this opportunity to remind your student of related experiences.)

What kinds of animals live on a farm?

What kinds of buildings would you find on a farm?

Who works on a farm?

What kind of work do farmers do?

Would you enjoy living on a farm? Or do you enjoy living on a farm?

Why do you say that?

Now, draw a picture and write a few sentences about a farm.

**Materials**

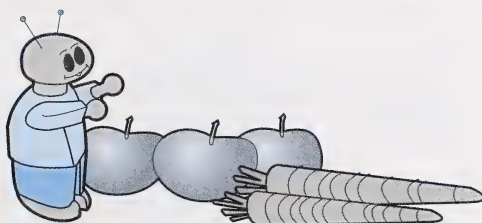
Student Folder

abc

On a sheet of looseleaf, have your student draw and write about a particular farm that he or she knows or can imagine. Before placing the sheet in the Student Folder, label the back of the assignment with the student's name and M4D3.

**What a hard-working farm hand  
you have been this morning!**

**It's time for a nutritious lunch.**



## Silent Reading

**Time recommended: 10 minutes**

Remember to instruct your student to organize reading material. Asking the child to gather materials will seem more natural if you do the same. Once Silent Reading begins, it is best if neither you nor the child move around in search of more books, a drink of water, or anything else that may be distracting.

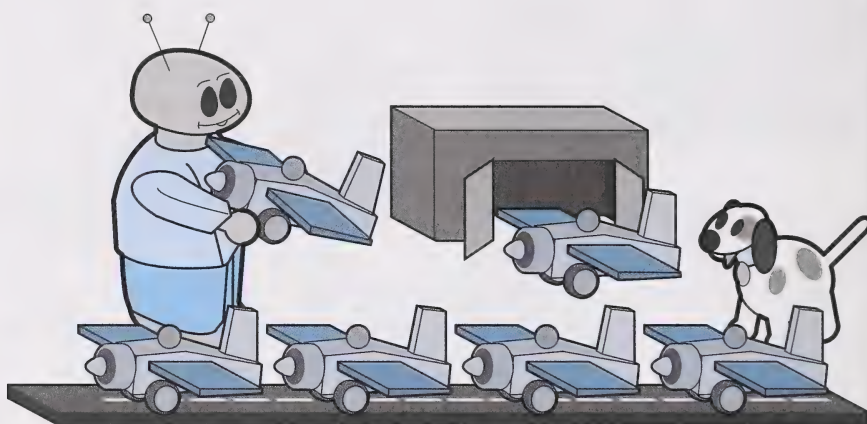


This session is meant to be short but focused. Are you seeing progress in the length of time your student can attend to reading? Having your student listen to a recording of the story is also appropriate.

### Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 4, Day 3.



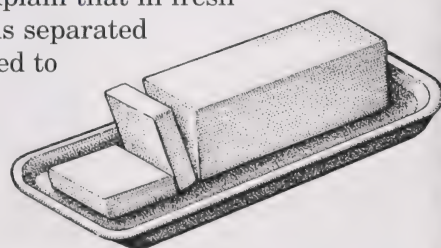
### Project Time

**Time recommended: 50 minutes**

The three project choices each consider the “On the Farm” theme from a different angle. Choose the project that best suits your student’s interest.

#### Project Choice 1: Making Butter

Where does butter come from? Explain that in fresh cow’s milk there is cream, which is separated from the milk and can then be used to make butter. Homemade butter can be made from pasteurized whipping cream, which is safer to use than farm-fresh cream.



Pour 300 mL ( $\frac{1}{2}$  pint) of whipping cream into a clean glass jar with a tight-fitting lid. Your student might like to sample the cream with a clean spoon before putting the lid on the jar.

Take turns shaking the jar for about 20 minutes. It will become foamy and then tiny granules of butter will begin to form.

Drain the buttermilk and save it to drink or use in baking. Wash the granules in cold water to rinse off any buttermilk that's still left. Pat the granules into a butter dish with a wooden spoon. It will harden in the refrigerator.



An old-fashioned butter churn

### Enrichment (optional)

Invite your child to help make other products from milk, such as yogurt, ice cream, or cottage cheese. Directions can be found in many cookbooks. Another option is to visit a local museum where some of these procedures are demonstrated.

### Project Choice 2: Stick Puppets

Stick puppets can “star” in a performance of “Old MacDonald Had a Farm” or any other nursery rhyme.

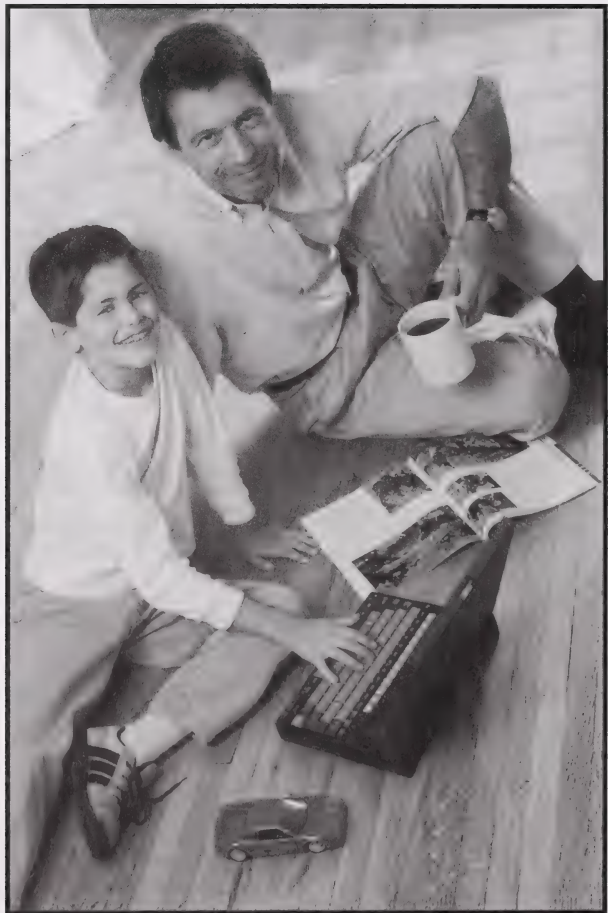
Make stick puppets with construction paper or cardboard for heads. Then tape or glue the heads to craft sticks. Decorate with bits of fabric, yarn, or ribbon. Your student can give a performance of the song or verse and act it out with the puppets.

### Project Choice 3: Computer Art

Your student can practise drawing and erasing on the computer. Have the child use the computer to draw a farmyard scene. Show how easy it is to use the eraser tool. Have your student draw and erase parts of the picture. Ask the child the following question:

Is there a way to erase the whole picture and start again?

Save the final picture if the child wishes, or simply use the time as practice in drawing and erasing.



## Sharing Time

**Time recommended: flexible**

What enjoyable activities can you share from Day 3?



## Let's Look Back

**Time recommended: 10 minutes**

As you review the day's activities, reinforce your student's appreciation of farm animals by asking the following questions:

Why are farm animals important?

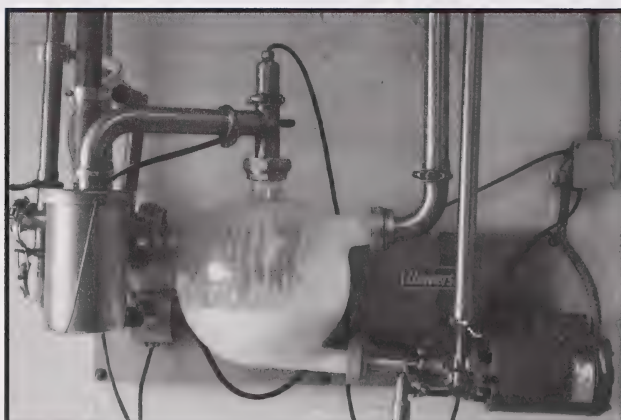
What is your favourite product from a farm animal?

Look at these pictures.



How did these products come from the farm?

Look at the next picture.



What is being produced here?

Where did this come from?

Review the phonics and spelling work by talking about the following:

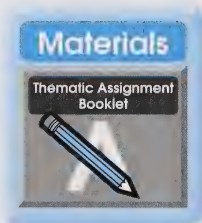
What do you do when you are sounding out a word?

Give your student examples of words that may not have been encountered in reading: **fail**, **shade**, **Ray**, **fake**, **jail**, and **May**.

How would you sound out each of these words?

Did you use any rules you have learned?  
(**super e** rule, “When two vowels go walking . . .”)

Is spelling easy or hard for you? Explain.



Open Thematic Assignment Booklet 4A to Day 3: Learning Log. Complete the Home Instructor's portion of the page. Does your student have any thoughts or questions about using phonics to sound out unfamiliar words?



What sound do cows make?

## Story Time

### Time recommended: flexible

**domestic animal:** an animal that is raised specifically for food production

You may want to discuss the term **domestic animal**. Your student may be familiar with pets and wild animals. Farm animals don't fit the definition of either.

Remind the child that safety is an issue when around farm animals and even around pets they don't know.



**Tomorrow you will get cracking—  
with eggs, that is!**

**Note:** Take a moment to preview tomorrow's Project Time. Several of the project choices require hard-boiled eggs, so you may wish to prepare the eggs ahead of time.

# The Inside Story

What says “cheep, cheep” and comes out of an egg? This could be your lead-in to the topic of how a chicken meets the world. As you read “An Egg Diary,” you are sharing “the inside story.”



Your student will learn how a chick develops and hatches from an egg. To help the child take in a detailed non-fiction text, you will demonstrate how to make notes. The child will learn some tricks that older students use while doing research.

Making an egg-salad sandwich could be an “egg-citing” follow up. While preparing lunch, you may participate in Sharing Time by talking about what you have learned during the morning activities. During Project Time, your student will make a flip chart showing what domestic animals produce. Again, you are encouraging awareness of food sources.

### What You Need Today

#### General Supplies

- box containing required materials

#### Calendar Time

- Calendar Package
- other materials as needed

#### Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics*, pages 159–161 (Page 162 is optional.)
- “An Egg Diary” from the *Collections* book *Around My Place*
- for egg salad, hard-boiled eggs and other ingredients, according to your recipe (optional)

#### Music and Movement

- favourite musical selections (optional)

#### Silent Reading

- books, magazines, or other favourite reading material

#### Math Time

- See Mathematics Module 4, Day 4.

#### Writer's Workshop

#### Project Time

#### Flip Chart

- chart on Farm Produce made during reading in Day 3

#### Enrichment: Computer Eggs

- computer with a paint program

#### Story Time

- mutually chosen reading material

**Activities**

## Calendar Time



## Calendar Time

**Time recommended: 10 minutes**

Follow your usual Calendar Time routine.

## Focus for Today

Today's focus will be on your student's ability to **obtain meaningful information from a non-fiction text**. Observation will be best during the reading or "An Egg Diary" later this morning. Although there is no Learning Log to complete, consider your student's ability to

- listen to and follow text
- discuss content and illustrations
- suggest points for note-taking
- help retell the information from the notes



### Language Arts

**Time recommended: 35 minutes**

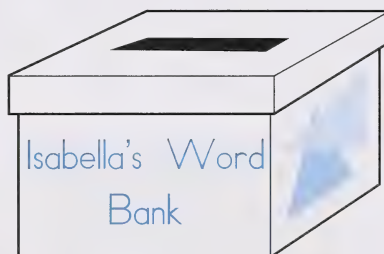
#### Word Study

Test your student's recognition of the frequently used words **had** and **not**.

had

not

If recognition is automatic, have the student place the words in the personal word bank. Allow the student to select two theme words to study.



If further study is required, begin by pointing out that

- both words contain three letters
- both words have a short vowel sound in the middle

Remind your student of these key words.

apple



octopus



#### Materials

Home Instructor's Manual



Refer to the Key Words and Actions Guide in the Home Instructor's Manual for the actions.

Review marking for the short sound of a letter with a curved line, as shown below.

hăd

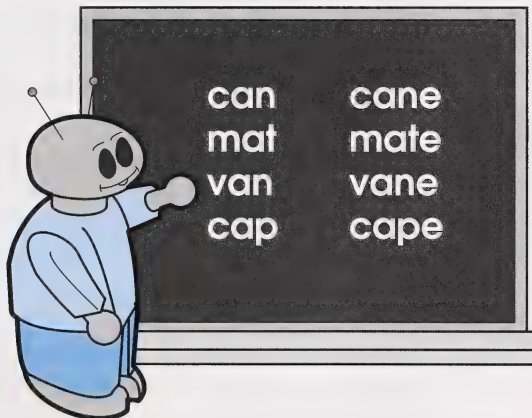
nŏt

Before placing the words in the New Word Box, you may wish to write the words in sentences on the chalkboard or on a sheet of paper. The student will then see the words in context. If there are problems identifying the short “a” and “o” sounds, have the student practise them while looking in a mirror. Talk about the position of the mouth and tongue. In addition, monitor the movement of the voice box for vibrations.

Remind the student to print any new words in the *Collections Writing Dictionary*.

## Phonics and Printing

On the chalkboard or on a sheet of paper, review some “long a” and “short a” words.



### Materials

Phonics Book



Open *Level A: Modern Curriculum Press Phonics* to page 159. Have your student do the page independently after reading the directions together. Mark the page and note any corrections.

Go on to page 160. Have your student read the word choices and each sentence out loud. Try each word in the sentence to see which word will make sense and sound right. When the right word has been chosen, the child will print it in the blank. Then have the child reread the sentence, asking “Does it make sense?” and “Does it sound right?”

Encourage neat printing on the phonics pages. The sentence-completion activity on page 160 will be the student’s printing practice for today. For page 161, guide the student as needed. Continue marking each page upon completion.



Label the page with the student’s name and M4D4 before placing it in the Student Folder.

## Enrichment (optional)

Discuss the “Think” question at the bottom of page 160 when the page is completed. As time and attention allows, you may have your student do page 162. If so, ask the “Think” question here as well.

## Music and Movement

**Time recommended: 10–15 minutes**



Start Music and Movement by doing “Octopus” with Charlotte Diamond. You will find the song on the audiocassette or videocassette *10 Carrot Diamond*. Charlotte Diamond suggests that you put on your imaginary wet suit, flippers, mask, and snorkel and dive to the bottom of the sea.

Act out the different animals in this song by using sign language or your own actions. Watching Charlotte Diamond’s video would assist you, but you can be creative and come up with your own movements for tuna fish, great white shark, and humongous whale. The key action for octopus used on the phonics chart is the action Ms. Diamond uses in her song.



Interlock your fingers together so that you have eight wiggly arms (fingers) hanging down.



Next, try some chick and duck movements to get you ready for the song “Six Little Ducks.”

Discuss how a chick and duck move and how they gather food. Ask your student to squat down and waddle like a duck, quacking and flapping elbows. Ask questions like the following:

Does a chick move and sound the same as a duck?



What sound does a chick make?

Show me how a chick eats. That’s right, it pecks its food.

How do you think a duck eats? Show me.

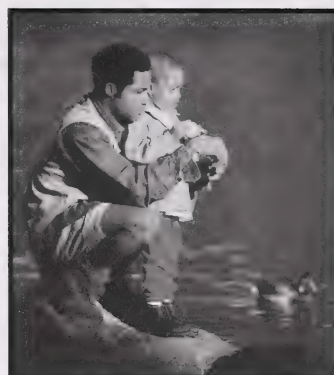
Now, pretend to be a duck swimming in a pond.

Can a chick swim?

Show me how a chick can move quickly on its little feet.

Show me how a duck moves quickly in the water.

After the child has practised the movements and sounds of a chick, choose a favourite selection of music and put these actions to music.



Sing the song “Six Little Ducks” together if you know it, or read the words aloud as your student does the actions.

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### Six Little Ducks

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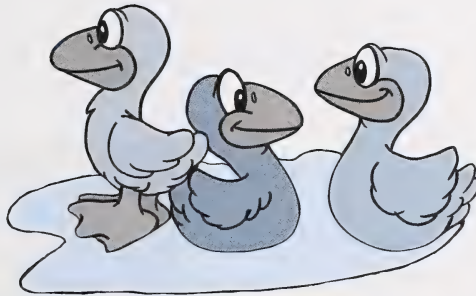
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Six little ducks that I once knew  
Fat ones, skinny ones, they were too,  
But the one little duck with the feather  
on his back,  
He ruled the others with his “Quack,  
quack, quack!”  
He ruled the others with his “Quack,  
quack, quack!”

Down to the water they would go,  
Wobble-wobble, wobble-wobble, to and fro,  
But the one little duck with the feather  
on his back,  
He ruled the others with his “Quack,  
quack, quack!”  
He ruled the others with his “Quack,  
quack, quack!”

Home from the water they would come,  
Wibble-wobble, wibble-wobble, ho, ho, hum!  
But the one little duck with the feather  
on his back,  
He ruled the others with his “Quack,  
quack, quack!”  
He ruled the others with his “Quack,  
quack, quack!”

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### Enrichment (optional)

Your student may enjoy CDs, books, or toys that imitate the sounds of animals. If you use any of these commercial teaching aids, reinforce the written words along with the sounds.

## Language Arts

**Time recommended: 60 minutes**

### Reading

#### Modelled Reading

Today's non-fiction story is informative and interesting, but may be too hard for your student to read at this point. By modelling good reading, you will help your student learn about the development of an egg into a chick. Later, you will show the child how to find key points from factual text.

### Materials

Reading Resources



Turn to the Contents at the front of the *Collections* book *Around My Place*. Have your student run a finger down the list of titles until the story “An Egg Diary” is located. Is the child gaining independence in locating the title of the story and then finding it within the book?

Now, have the student preview the story by looking at the pictures. After looking at the illustrations, ask the following questions:

What do you think this story is about?

Do you think this story is made up or real?  
Why?

Tell me what you already know about baby chicks.



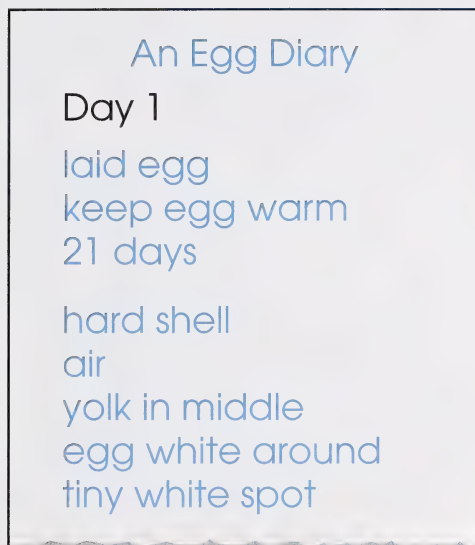
Read the story, tracking the text and discussing the illustrations as you go. After the reading, have your student talk about any details he or she remembers.

### Writer's Workshop

#### Modelled Writing

Now, you will show your student how to write brief notes as one does when doing research. On a chart or large paper, write the title and Day 1. Reread page 11. Discuss and decide on short notes that are each two or three words long. Then continue the same way for page 12. Model the writing process by talking about and demonstrating writing concepts such as sound-letter correspondence and the use of capital letters.

See the example below.



Continue note-taking in this manner, gauging the number of points listed to your student's understanding and participation. Upon completion, go back over your notes orally telling the story together, either now or at Sharing Time. Refer to the story if a point is not clear.

It is not necessary to send in this assignment.

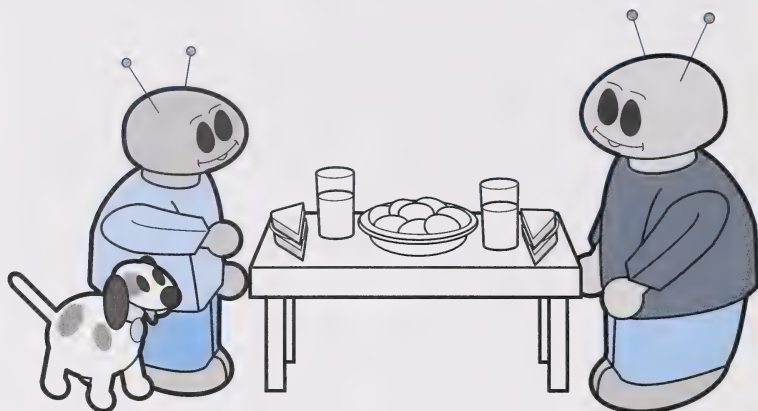
## Enrichment (optional)

Again, judging by your student's interest and present ability level, you could do a written report as well as an oral report on this factual material.



When asked to make a report, children have a tendency to merely copy the information given in the source. Writing the report from the two-or-three-word notes enables the student to write the report in his or her own words.

## How about an egg-salad sandwich for lunch?



Use your family recipe for egg salad. Help your student to read the recipe, measure, mix, and clean up. If you do not have a written recipe, write an egg-salad recipe together.

## Later this afternoon you will think of other farm products.

### Silent Reading

**Time recommended: 10 minutes**

Young children regularly model the behaviours of those around them. Since imitation is part of learning, it is essential that parents and older siblings demonstrate the importance and pleasure of reading.



Where is your favourite spot for reading?

Throughout the program, your student will see people of all ages reading. When you come to Silent Reading, draw the child's attention to the accompanying photo. Encourage a brief discussion regarding who is reading, where they are reading, and why they are reading. For example, some people are reading for pleasure, while others are looking for information.

## Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 4, Day 4.

## Project Time

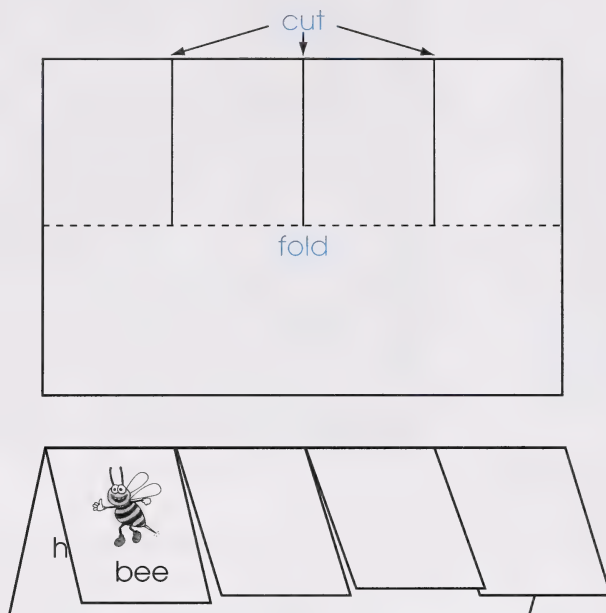
### Flip Chart

**Time recommended: 50 minutes**

Your student will now create a flip chart of products from farm animals. Refer to the Farm Produce chart from Day 3 and ask your student to choose four animals from this chart.

## Day 4 • The Inside Story

Fold a piece of unlined paper in half lengthwise. Then fold it twice crosswise to make four sections. Cut halfway along the three folds to create a flip chart.



Ask your student to print the animal's name and draw its picture on the top piece of each section. Then the child will flip up the section and draw a picture and print the name of the product on the bottom section.

### Materials

Student Folder

abc

Label the back of the flip chart with the student's name and M4D4. Place the chart in the Student Folder.

### Enrichment (optional)

With a computer drawing program, have your student draw an egg shape or oval. Explain how to copy a drawing. The child can fill the screen with a variety of egg shapes, perhaps including ones of different sizes.

Explain how to fill objects with different patterns or colours. Then encourage your student to experiment by filling the eggs with various patterns and colours.

## Sharing Time

**Time recommended: flexible**

You may have observed Sharing Time at lunch with egg-salad sandwiches and information about how chicks meet the world. If the student hasn't shared this story, do so now. In addition, the student may want to share tunes from music, examples of phonics work, or his or her flip chart. Another suggestion would be to tell friends and family how his or her school work is progressing.



## Let's Look Back

**Time recommended: 10 minutes**

As you review the day's activities, ask the following questions:

What did you learn about chicks?

How do you suppose ducks, geese, and other birds are born?



What is one thing that is similar about chicks and ducklings?

What is one thing that is different?

What can you tell me about baby chicks?

If your student does not have many ideas, suggest looking at the story or your notes. To elicit more information, ask questions using the Five Ws and H:

- Who?
- What?
- When?
- Why?
- Where?
- How?

Notice that **how** and **why** questions require a higher level of thinking.

There is no Learning Log for Day 4.

### Story Time

**Time recommended: flexible**

To read more about animals, refer to the Additional Resources list for book titles and magazines. Children's magazines are excellent sources for stories and facts about animals.

**Congratulations, you have  
finished Day 4!  
Have you had enough cheeping  
for today?**



# Mothers and Babies



Today and in Day 6 you will work with Edith Chase's wonderful story *The New Baby Calf*. In a Shared Reading lesson, your student will gain a deeper appreciation of the way mothers care for their young.

As well, the child will achieve a better understanding of how meaning is constructed from the written word. You may find it beneficial to preview the Reading section of the lesson, including the Teaching Tip on Shared Reading.

In response to the story and Barbara Reid's artwork, your student will create a piece of relief artwork. Previewing the Project Time lesson on Painting with Modelling Clay is also strongly recommended.

### What You Need Today

#### General Supplies

- box containing required materials

#### Calendar Time

- Calendar Package
- other materials as needed

#### Language Arts

- *Level A: Modern Curriculum Press Phonics*, pages 163, 164, and 169
- *The New Baby Calf* by Edith N. Chase and Barbara Reid
- Thematic Assignment Booklet 4A – Day 5: Mothers and Babies

#### Silent Reading

- *The New Baby Calf* or other favourite reading material

#### Math Time

- See Mathematics Module 4, Day 5.

#### Project Time

- *The New Baby Calf* by Edith N. Chase and Barbara Reid
- commercial modelling clay
- firm paper plate or cardboard
- variety of household objects to be used as tools
- *Playing with Plasticine* by Barbara Reid (optional)
- the video cassette *Meet the Author/ Illustrator Barbara Reid* (optional)

#### Story Time

- mutually chosen reading material

## Activities

### Calendar Time



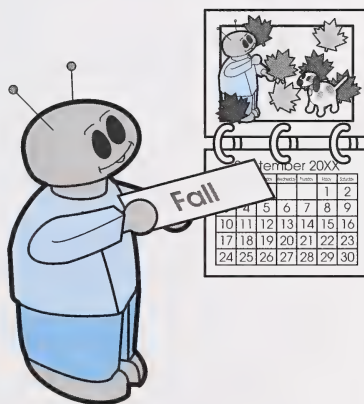
## Calendar Time

**Time recommended: 10 minutes**

Proceed with your usual calendar routine.

Review time-related concepts, such as the following:

- days of the week
- time of day
- seasons of the year
- yesterday, today, tomorrow



### Enrichment (optional)

Today's discussion will be about differences between older and younger animals. During Calendar Time, you might like to discuss birth dates and years. Does your student know her or his year of birth? Compare that year with birth years for other family members. In which year will the child be ten, twenty, or the same age as you are now?

### Focus for Today

Today's focus, **following directions**, can best be observed during Music and Movement and Project Time. Does your student, for example, follow oral or written directions best? Does the child do better when you demonstrate what is to be done? How many directions can your student carry out in one set of instructions? There is no Learning Log for today.

### Language Arts

**Time recommended: 35 minutes**

#### Spelling

As a result of the pre-test on Day 3, you will know which words your student needs to practise. Take time to review these words, pointing out the following:

- Both words **make** and **made** have a long vowel sound. In both words, the **super e** makes the letter **a** say its name.
- On a chalkboard or on a sheet of paper, write out the two words, one below the other for comparison. Show, with an arrow, that the **super e** taps the letter **a** to make it say its name.



- In the word **use**, the **super e** makes the letter **u** say its own name.



- The words **go**, **so**, and **no** are all two-letter words that end with the letter **o**. Again, print the words one below the other so they can be compared. The child will sound out the beginning sound of each word and add the letter **o**.

If your student correctly spelled all six high-frequency words given in the pre-test, go on to practise the personally-chosen words from Day 3.

## Phonics and Printing

Today's phonics work includes more practice with "long a" vowels and recognition of the "long i" sound. Turn to page 163 in *Level A: Modern Curriculum Press Phonics*. Read and clarify the instructions so the child can complete the page independently. Suggest reading the words in each bubble aloud and checking the position of the mouth and tongue when saying the "long a" sound for reinforcement.

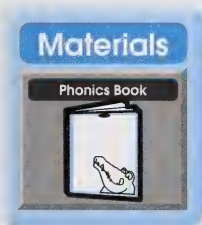
Mark the page, assign any corrections, and re-mark that item with a different-coloured pen before going on to page 164.

Read the instructions on page 164 in the phonics book. If your student has difficulty spelling the words, instruct as follows:

What sound do you hear at the beginning of the word?

Print that letter first. (Direct the student to print the letters so that there is space for the middle sounds.)

What sound do you hear at the end of the word?



Print that letter last.

What vowel sound do you hear in the middle of the word?

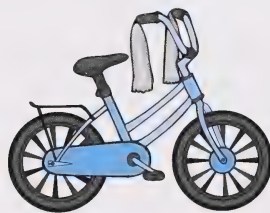
How will we make that sound? (a with **silent e**, **ay**, or **ai**?)

How do we spell the whole word? Fill in the correct middle sound.

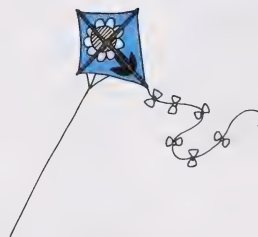
Does that look right to you?

Remind your student to print carefully as this page will also serve as printing practice. Turn to page 169 and together read the poem at the top of the page. Have your student circle each word containing the “long i” sound.

The child may readily notice words with the **super e**. Show the super e’s job with an arrow.



bike



kite

Point out words like **fly** and **good night** that have a different way of forming the “long i” sound.

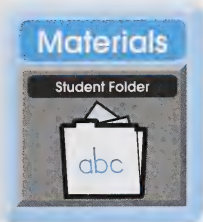


fly



good night

Look at and name the pictures on page 169. As each word is pronounced, have your student point to himself or herself (I) when the “long i” sound is heard. Then go back and read the directions, encouraging independence in completing the page. Mark the page and make corrections.



Label the pages with the student's name and M4D5 before placing them in the Student Folder.

## Music and Movement

**Time recommended: 10–15 minutes**

Today's activity is animal stretches. If you would like a less-structured fitness break, that is fine. However include teaching a few stretches so you can observe how your student follows directions for physical movements. Stress that slow movements are necessary for effective stretches.

Today we will pretend to be animals again.  
But we won't be animals that jump and run.  
We will be animals s-t-r-e-t-c-h-i-n-g.  
Show me how you like to stretch.

Let's learn some animal stretches.  
We'll do them very smoothly and slowly.  
Show me how you stretch v-e-r-y s-l-o-w-l-y.

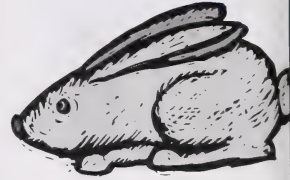
Do not strain with these stretches. Just bend as far as is comfortable, then slowly return to the starting position. Remind your student to move slowly, almost as if in slow motion.

As you are teaching these stretches, observe whether the child learns best by hearing instructions or by watching you demonstrate them.

Teach some or all of the animal stretches, according to your student's interest and physical ability. In future lessons, you will have the chance to return to these stretches and learn more.

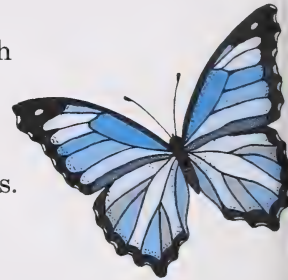
### Rabbit

- Kneel on the ground and sit back on your heels.
- Place your hands on your heels.
- Slowly bend forward until your head is over your knees.
- Rise up off your heels.
- Slowly return to starting position.



### Butterfly

- Sit on the floor with a straight back and legs stretched out in front of you.
- Bring the soles of your feet together with your knees bent out to the side.
- Hold your feet and gently move your knees up and down as if they were wings.
- Bring legs straight out and relax.



### Cat

- Kneel on all fours with your back straight and parallel to the ground.
- Slowly raise your back up high and hold.
- Lower your back.
- Stretch out one leg until it's straight and hold. Alternate with the other leg and hold.
- Relax on all fours again.



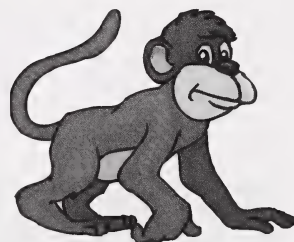
## Rooster

- Stand up straight.
- Breathe in as you slowly rise up on your toes and stretch your arms out at the sides.
- Balance on your toes.
- Breathe out slowly as you lower your arms to your sides and come down on your heels.
- Rest with your eyes closed.
- Open your eyes and repeat.



## Monkey

- Stand straight.
- Keeping your knees as straight as possible, bend over and touch the floor.
- Looking straight ahead, walk around the room with your hands on the floor and your legs as straight as possible.
- Come up slowly to a standing position.



## Cobra

- Lie on your stomach.
- Move your hands under your shoulders.
- Push up on your hands and lift your head up and back.
- Push up until your arms are straight.
- Hold. Then slowly return to the starting position.



### Grasshopper

- Lie on your stomach with your arms at your sides, legs together, and chin on the floor.
- Raise one leg straight, count to 3, and slowly bring it down.
- Put your cheek on the floor and rest.
- Repeat with the other leg.



### Jellyfish

- Lie on your back with your hands at your sides.
- Shut your eyes and relax all the muscles in your body.
- Pretend your body is made of jelly.
- Breathe slowly and deeply for several minutes.



## Language Arts

**Time recommended: 60 minutes**

### Reading

#### Shared Reading

Today's discussion centres around young and adult animals. Introduce the topic as follows:

Do you know special names for young or baby animals?

A young dog is called a puppy. What is a young cat called? (kitten)

What other names do you know for young animals?

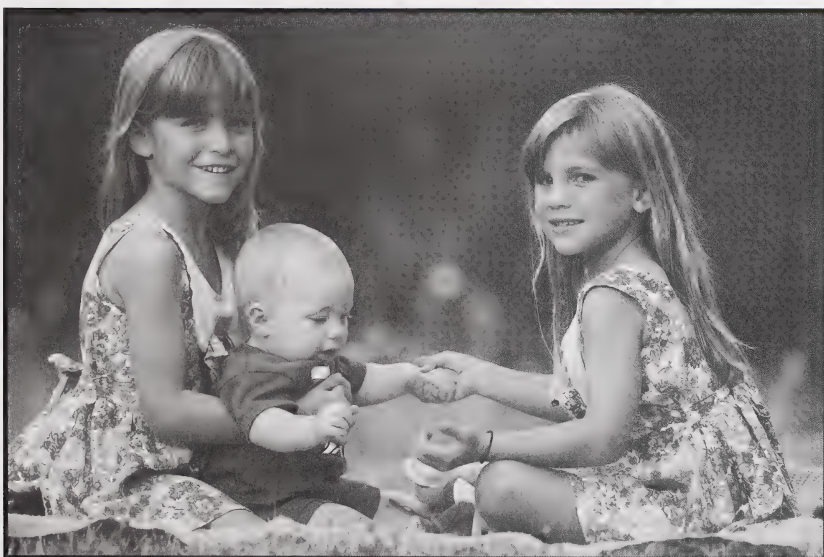
Encourage the child's choices. If your student is unsure, ask about a chicken (chick), duck (duckling), cow (calf), or a horse (colt or foal).

Did you know that a baby kangaroo is called a **joey**?



Have you heard stories about when you were a baby?

Ask a parent, grandparent, or older brother or sister to tell you about something that happened when you were little.



Children often want to hear tales about themselves when they were little. These nurturing stories are comforting and reassuring of the permanence of parental love. Take time to share and enjoy a few episodes from the child's earlier years, perhaps while looking at baby photos.

Present the book *The New Baby Calf*, written by Edith Newlin Chase and illustrated by Barbara Reid. Before opening the book, study the title and the names of the author and illustrator.

Point out that when there is only one person's name on the cover of an illustrated book, that person is both the author and illustrator. For *The New Baby Calf*, one person wrote the story and the other designed the pictures.

Encourage the student to examine the artwork on the front of the book and discuss the following:

- the bright colours
- what material the artist used (modelling clay)
- how the artist may have produced certain effects (using a comb, rolling round shapes, flattening snakes)
- the texture (the bumps and ridges)
- farm details
- the way the cow is standing protectively over her calf



Still studying the cover, ask the child to **predict**.

What do you think this story will be about?

You might want to read the story ahead of time to appreciate the writer's well-chosen words. Pre-reading will help you read with rhythm, slightly emphasizing particular words.

On the first page of the text, for example, you might read

Buttercup the cow had  
a *new* baby calf,  
a *fine* baby calf,  
a *strong* baby calf.

**Note:** When you are previewing the story, you may wish to tape it. Your student will then be able to listen to it and follow along in Silent Reading.

After previewing the story, you will know how to read a line that is repeated several times through the story. In this book, you will notice a brief refrain that says,

And the new baby calf liked that!

**Track:** to follow text by running a finger under words as they are read

As you read the book aloud, **track** the text with a finger, which will help the child follow along. Stop at each page, before or after reading it, to discuss some of the elements in the pictures.

Talk about the ways Buttercup cares for her calf. You might make connections to how your student was cared for as a baby.



Look at illustrations of Buttercup and her calf and ask the following questions:

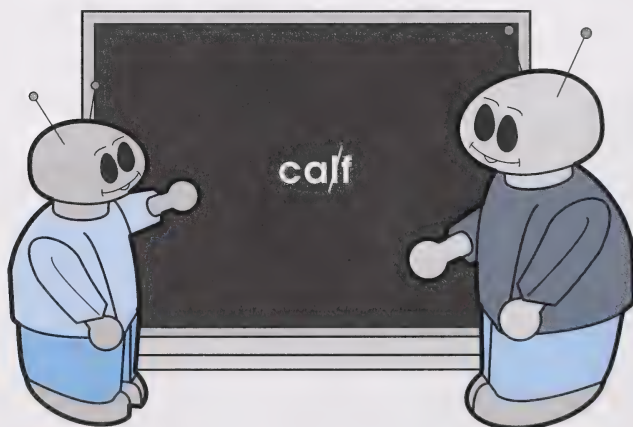
Can you tell me one way that Buttercup and her calf are **similar** in how they look?

Can you tell me one way they are **different** in how they look?

After you have read the story, go back to the first page. Compare ways that Buttercup and her calf are alike or different.

Now, ask your student to reread the story with you. The child may wish to track the words. If there is an unfamiliar word, suggest reading on as a strategy. It may be easier to figure out the word by reading the rest of the sentence.

**Note:** Your child may have noticed the silent letter **l** in the word **calf**. Show this example of a silent letter in the following manner:



A rhyming word to **calf** would be **half**.

### Materials

Thematic Assignment Booklet



Open Thematic Assignment Booklet 4A to Day 5: Mothers and Babies. Complete the page as directed.

## Writer's Workshop

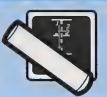
Your student may have wonderful stories to share about animals. For example, has the child witnessed the birth of an animal or observed a mother animal caring for her young? Discussions regarding baby photos may bring out a story about how adults care for their children.

Your student may have stories about pets, zoo animals, or a trip to the farm. By writing on a familiar topic, you are capitalizing on the child's experiences. Interest in the subject and prior knowledge can be motivating and bring out the best skills in your student.



### Activities

#### Teaching Tip



Begin writing with a rehearsal stage, which may include time for thinking, discussing, and drawing an illustration. In early stages of writing, the first draft may also be the final copy if writing is laborious and tedious. Even so, have the child edit the writing for accuracy in spelling, grammar, punctuation, and capitalization. Reading out loud helps one spot mistakes.

Revision could mean adding more detail, changing words to add creativity, changing the order of sentences, or removing detail that isn't needed.

Having the opportunity to share personal writing makes the task more meaningful and enjoyable. Sharing Time is an excellent opportunity for the child to share, or publish, the writing for an audience of even one person. Encourage your student to use the words “authored by: \_\_\_\_\_.”



Have the child label the back of the page with their name and M4D5. Place it in the Student Folder.

## Alternative Activity

Writing a long and detailed animal story may be too much for the child to do independently. In that case, you may discuss and write a story together, with you as the scribe, or the student may share the pencil with you. Think out loud as you spell some of the words, sounding out as you go. **Process talk** like this demonstrates how thoughts are recorded.

**process talk:** thinking out loud as you work out a problem

Have the child draw a suitable illustration and label the story with the student's name and M4D5 before placing the page in the Student Folder.

**Are you going to have some milk with your lunch?**

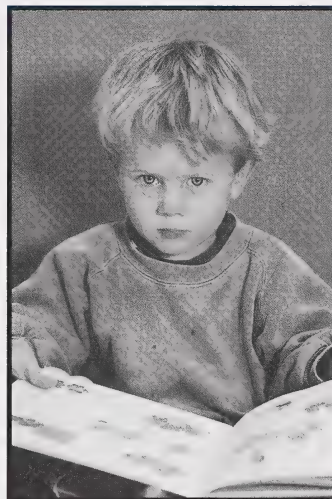
**This afternoon you will have fun with modelling clay.**



## Silent Reading

**Time recommended: 10 minutes**

Your student might like to revisit the story of *The New Baby Calf* for a closer look at the pictures. Studying the story and pictures will be helpful preparation for both Project Time today and Writer's Workshop on Day 6. On the other hand, your student has the freedom to choose other reading material since choice is encouraged at this time.



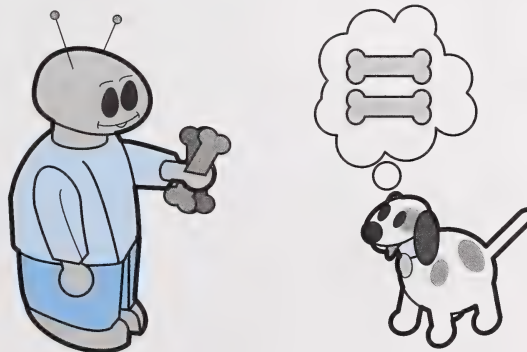
## Alternative Activity

If you have an audio recording of *The New Baby Calf*, your student may enjoy reading along with the tape.

## Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 4, Day 5.



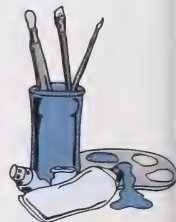
### Project Time

**Time recommended: 50 minutes**

#### Painting with Modelling Clay

Today's artwork may require more than one day to complete. Time will be provided during Project Time in Day 6.

Artwork with modelling clay is a natural follow-up and response to your reading of *The New Baby Calf*. During Shared Reading, attention was given both to the author's choice of words and the illustrator's treatment of the subject matter.



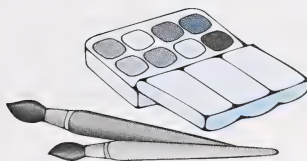
Imitating Barbara Reid's style of artwork can be intriguing and highly motivating. First, have your student choose which portion of the story to illustrate. Your student will have done some sculpting with modelling clay in previous modules.

**relief:** sculpture that stands out from a flat surface

Today's project is a **relief** rather than a three-dimensional sculpture. Barbara Reid does relief art on a flat surface with raised details. Although relief art may be considered a form of sculpture, you are only able to see the art piece from the front. There is no back view and very little to see from the side.



Barbara Reid's book *Playing with Plasticine* or the video *Meet the Author/Illustrator Barbara Reid* both demonstrate her techniques. These helpful resources may be available at your local library. See the list of additional resources near the front of this module for more information.



For this particular activity, store-bought modelling clay is recommended since this product is the medium used by Barbara Reid.

If you were able to locate the book *Playing with Plasticine*, turn to "Chapter 4: Paint a Picture." Here Barbara Reid tells how to use fingers instead of a paintbrush to create a picture. Similarly, in her video, the artist shares her "tricks" for making the clay do what she wants it to do.

Read on for further ideas on this relief project and on working with modelling clay in general.

## General Information

- Modelling clay is oily, so do not use it on a surface that can be easily damaged.



- Keep the clay clean. You don't want crumbs, hair, or fuzz mixed in with it.

- Store it in a closed container, such as a clean, recycled plastic tub. Store colours separately.
- If properly stored, modelling clay can be kept for a long time. Hard clay can be softened by kneading it with your fingers.

### Surface and Tools

- Stiff cardboard or a firm paper plate works well as a background.
- Household objects like a comb, pencil, toothpick, rolling pin, table knife, pot scrubber, or a toothbrush can be used to make interesting features and textures.



- Squeezing the clay through a garlic press or a cheese grater is fun to do and will produce strands for a cow's tail or grains for a tree trunk.
- Be creative in your search for useful tools and be imaginative in your use of them.



## Colours

Modelling clay can be bought in many colours, but you can save money by creating your own colours. A quick look at **primary** and **secondary** colours, even before purchasing the clay, will help you decide which colours to buy.

Begin by reviewing the Colour Wheel completed in Day 10 of Thematic Assignment Booklet 1A.

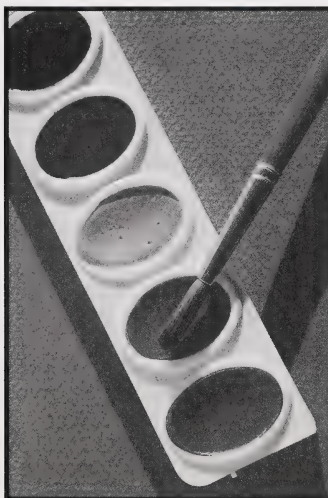
Primary colours are

- red
- blue
- yellow

Secondary colours can be made by combining primary colours:

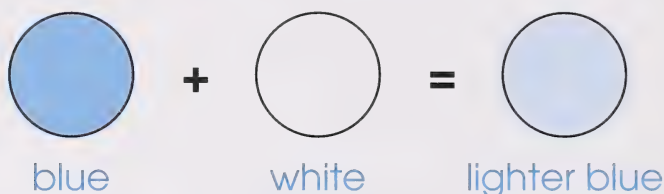
- red + yellow = orange
- red + blue = purple
- blue + yellow = green

It isn't necessary, then, to buy green, orange, or purple.



Experiment with secondary colours. Suppose you want a bluish green? Add a little more blue than yellow. Avoid wasting the clay by trying small portions first to get the exact colour you want. Then mix a bigger amount, using the same proportions. **Note:** Once colours of modelling clay are mixed, they cannot be separated.

Consider tints and shades to make the colours lighter or darker. A small amount of white added to blue will make a lighter colour that would be suitable for the sky. You have made a **tint**.



For a dark blue cloud, add a tiny, tiny bit of black. You then have made a **shade** of blue. Limiting the use of black in artwork is generally a good idea. Black can give a composition a messy and muddy appearance—something to remember in other art projects as well.



When it comes to purchasing modelling clay, the most important colours are the **primary colours** plus **white** and **black**. There is one added complication to this: a suitable **brown** colour is not that easy to prepare, so you might want to buy some brown clay since the calf might be the main part of your picture.

Notice on page 110 how the young artist has used **marbled** modelling clay. To make this marbled effect, take two colours or two shades of clay and press them together. Then shape this marbled chunk into the form you want.

### Techniques

Sketch the picture you want to make on a sheet of paper.

Begin by preparing a thin background, probably of sky and grass. Take a tiny bit of modelling clay and spread it thinly with your thumb. Keeping each layer thin is important so that parts of your picture will not fall off when it is propped up or hung when completed.

Try out various tools to get the effect you want. Does a comb work best for grass, or do you prefer scraping a green patch with a toothpick? For fence boards, try forming a snake and then flattening it with a rolling pin.

Modelling clay is versatile. You can

- push
- pull
- punch



You can also

- pinch
- twist
- squeeze
- flatten
- bend



For finishing touches you can

- comb
- feather
- scratch
- stipple

Modelling clay is a forgiving medium. When you make a mistake or change your mind, just peel off the part you want to change. Texture marks like combing or stippling can be erased with a push or a pinch of a finger.

With your fingers, press pieces of modelling clay together firmly so that they stay together. This is another way to avoid chunks of your picture falling off when you stand it up.

Take a look at your art piece when you think you are finished. This student decided not to make a background at the beginning of the activity.



Later, she reconsidered and added clouds as part of her picture.

## Materials

Home Instructor's Manual



You could dedicate today's session to "painting" a thin background of colour. This is an excellent time to review the concept of **horizon** taught earlier in Thematic One. Refer to the Art Section of the Home Instructor's Manual. Then have your student draw the details to be added on Day 6.

This art project may be enjoyable for older siblings or adults to do as well. Have a good time with it and send a photo of your completed artwork to your teacher. You may even like to take photos as the artwork is in progress.

Label the back of your photos with the following:

- student's name
- M4D5

Then place them in the Student Folder. It's a good idea to print this information on a sticky note or on a piece of paper so that you do not damage the photo. Let the teacher know if it will be necessary to submit the photo with the next module.

## Alternative Activity

## Materials

Home Instructor's Manual



If it is not possible to obtain store-bought modelling clay, see the Art section of the Home Instructor's Manual for a modelling-clay recipe. The activity might, then, change to a sculpture or three-dimensional project, since homemade clay does not work as well for a relief project.

## Sharing Time

**Time recommended: flexible**

Sharing Time might include the following activities:

- teaching animal stretches to other family members
- a shared reading of *The New Baby Calf*
- Writer's Workshop on animals
- a peek at your art project in progress

### Let's Look Back

**Time recommended: 10 minutes**

Review the day in general terms, as well as asking more specific questions for discussion.

What did you like best about the animal stretches?

Was it easier to do a stretch when I **showed you** what to do, or when I **told you** what to do?

Which was your favourite animal stretch from this morning? Show me.

What did you like about today's Project Time?

How do you like trying Barbara Reid's style of artwork?



You might wish to briefly discuss the fact that in a family there are similarities. For instance you could say, "We all like pizza!" There are also examples of differences, such as "Only Susan likes olives!" Emphasize that this is natural and healthy. Remind your student to be aware, and even proud, of these similarities and differences.

There is no Learning Log for Day 5.

## Story Time

**Time recommended: flexible**



A cozy song for bedtime would be “Teagan’s Lullaby” from *A First Album* by Fred Penner. This song and other lullabies exemplify the bond between parent and child. What is your family’s favourite lullaby? Discuss family rituals for getting ready for bed.



**In Day 6, you will take another look  
at *The New Baby Calf*.**

# Big and Little



Today you will continue with the book *The New Baby Calf* both in Language Arts and in Project Time. Reading will begin with a shared rereading of the story, followed by Word Work. During Writer's Workshop, you will be making a pie—a story pie, that is, not an eating pie.

In Day 5 your student may have completed the background of the relief art piece by “painting” with modelling clay. Project Time will allow you to continue with the details of this fascinating artwork.

## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics*, pages 170–171 (Page 172 is optional.)
- Thematic Assignment Booklet 4A
  - Day 6: Busy Day
  - Day 6: We Belong Together Cards
  - Day 6: Pie Story
- *The New Baby Calf* by Edith N. Chase and Barbara Reid

### Music and Movement

- “The Story of Blunder” from *A First Album* by Fred Penner (optional)

### Silent Reading

- books, magazines, and other favourite reading material

### Math Time

- See Mathematics Module 4, Day 6.

### Let’s Look Back

- Thematic Assignment Booklet 4A
  - Day 6: Learning Log

### Story Time

- mutually chosen reading material

## Activities

### Calendar Time



## Calendar Time

**Time recommended: 10 minutes**

Refer to your Calendar Package for suggestions on teaching time-related concepts.

## Focus for Today

**Decision making** is the focus for today. Your student will be practising decision-making throughout the day. Be open to activities where your student can make decisions. For example, you might ask, “Would you like your orange cut in eighths or quarters?” A choice of two is easiest. Look for self-confidence and willingness to consider different possibilities.

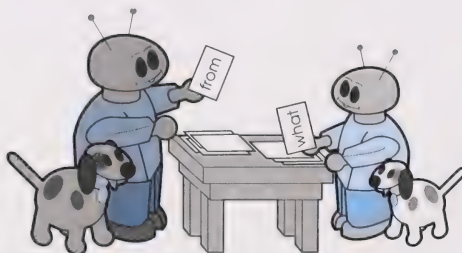
## Language Arts

**Time recommended: 35 minutes**

### Word Study



The high-frequency words for Day 6, **from** and **what**, can both be tricky. Print the words on coloured index cards and test your student's ability to recognize them.



If recognition of either word is automatic, that index card goes into the child's personal word bank. Have your student select a new theme word.

If more study is required for the word **from**, point out the following:

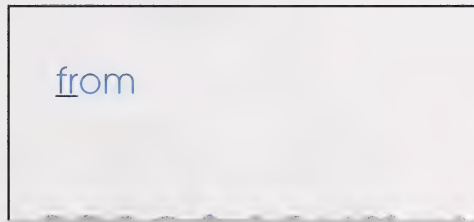
- The letters **f** and **r** are blended together in the word **from**. The process of blending can be done with blocks or the child's fists. With washable felt pen, mark one block (or the left fist) with the letter **f**. Then mark a second block (or the right fist) with the letter **r**.



As the two letters are blended together, say the two sounds—first blending them slowly and then more quickly.

f——r      f——r      f—r   fr

- For study purposes, print the word **from** with the **fr** blend underlined.



- The letter **o** in the word **from** is generally pronounced as a “short u” sound. Your student might find it easier to remember this word as a weird word because the letter **o** doesn't sound like one might expect.

The term **weird word** is **mnemonic** in that it helps the child remember that the word behaves differently from what is expected.

**mnemonic:** intended  
to aid the memory



- If you are emphasizing that **from** is a **weird word**, mark it like this.



If more study is needed for the word **what**, consider the following:

- Letter combinations like **sh**, **ch**, **th**, **wh**, and **ph** are **consonant digraphs**. A digraph is a combination of two letters that make only one sound.

You will decide if your student is ready for this information or if it is enough merely to recognize **wh** as a letter combination that we call the **whistle sound**.

wh	<u>whistle</u> 	Purse your lips as you would to whistle. Then say the word <b>whistle</b> .	
----	---	---	--

- Again, your student will notice that in **what** the vowel **a** says more of an “uh” sound. Although this variation in sound can be explained, the child will best understand the word **what** as another rule breaker or **weird word**.



Complete word study by using the new words in sentences, as in the following examples:

I got a gift **from** my aunt.

May I see **what** you got from your aunt?

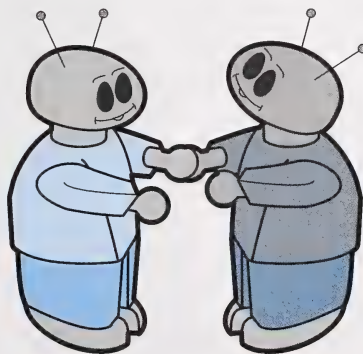
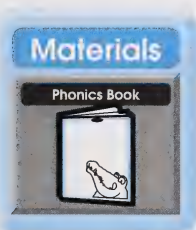
After studying these words, place the new words in the New Word Box. Remember to check the words at the end of Day 6. If the child can then recognize them easily, the words may be transferred to the personal word bank.

Also remind your student to print any new words in the *Collections Writing Dictionary*.

### Phonics and Printing

Today you will continue working with the “long i” sound—the sound where the letter **i** says its own name.

Turn to page 169 in *Level A: Modern Curriculum Press Phonics* and reread the poem at the top of the page. Have the student listen for the sound of “long i.” This can be a game where the student points to herself or himself (I) every time a “long i” word is read.



side by side



Now complete pages 170 and page 171 as directed. Mark and do corrections in the usual manner. Label the phonics pages with the student's name and M4D6 before placing them in the Student Folder.

### Materials

Thematic Assignment  
Booklet



Turn to Day 6: Busy Day found in Thematic Assignment Booklet 4A and complete as directed.

### Alternative Activity

If your student is not ready for this much printing, have the child print four “long i” words.

Encourage correct formation of letters, spacing, and use of the lines. Although your student’s writing may not be perfect, praise good effort and improvement.

### Enrichment (optional)

Turn to page 172 and complete the crossword puzzle. Is this a new type of activity for your child? Provide assistance as needed.

### Materials

Phonics Book



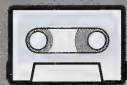
My best printing

## Music and Movement

**Time recommended: 10–15 minutes**

### Materials

Audiocassette

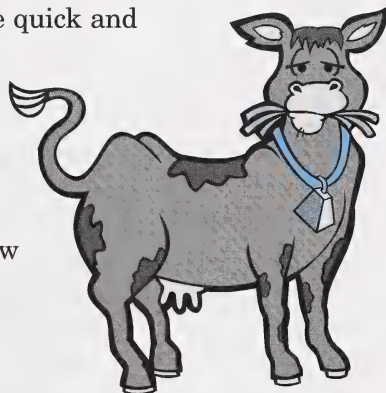


In previous modules, you introduced *The Carnival of Animals* by Camille Saint-Saens from the CD *Classics for Children*. This music is a natural for The Wonderful World of Animals.

Look at the program of music in the booklet accompanying the CD. Have your student read the list of animals and decide which ones are farm animals. Then proceed to imitate the movements of each animal, keeping in time with the music.

How would cows move? Would they be quick and graceful, slow and lumbering, or steady and plodding? Help your student to come up with words and movements to imitate cows. Don't forget to chew your cud.

Following that, you may wish to review some animal stretches from Day 5 or make up a few of your own.

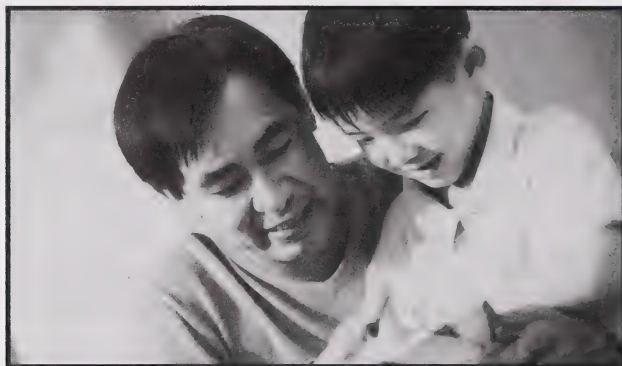


### Language Arts

**Time recommended: 60 minutes**

#### Reading

##### Shared Reading



You will revisit *The New Baby Calf* begun on Day 5. Last day, you introduced the text by prompting background knowledge. You studied the cover and had your student predict what the story might be about before the reading.

Today you will begin with a shared reading of the text. Again, track the text as you read so your student can focus on the words. If you wish, be creative in making a wand for this job. One idea is to use a pencil with a special pencil topper, whether store-bought or something you have made yourself.

Encourage your student to read as independently as possible with your support.



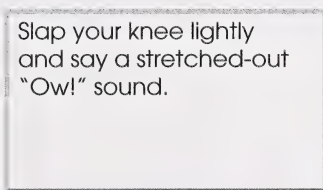
Follow the story with a brief discussion.

## Word Work

Reread the cover of *The New Baby Calf*. Then turn to page 4 and have your student look for known words. These could be high-frequency words or words that are important to the story, such as **Buttercup**, **cow**, and **baby calf**. Point out that **Buttercup** is a compound word.

**Butter + cup = Buttercup**

Look at the “slap sound” in **cow** and think of other words that rhyme with it.



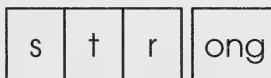
The following old saying helps the child remember this sound.

How now Brown Cow?  
What's new with you?

Turn to page 6 and have the child look for known words again. If the word **strong** is new, study it because it will appear several more times in the story. Underline the three-letter blend at the beginning of the word.

strong

You may use blocks or letter cards to show how the letters blend together. The letters **ong** can be used as a word ending, like in **song** and **bong**.



On page 8, you will find definite patterns, including the refrain

. . . with her strong warm tongue

This refrain is repeated three times, while the other pattern is used three times also.

Buttercup licked him . . .

Buttercup washed him . . .

Buttercup brushed him . . .

After studying these lines separately, have the child read the page again, making use of the patterns and the illustration on the facing page. Then ask the following question:

Did the new baby calf like that?

Turn the page and have your student read the answer.

And the new baby calf liked that!

On page 12, introduce the word **walk** if this word is new to your student. This word will appear several times in the story. Continue in this way through the story, again considering how much your student can absorb and attend to.

For example, on page 16, you will find six lines of text with some high-frequency words, but no particular pattern. On such a page, you may have the child listen for rhyming words.

"Moo-oo!"

new

do



One of the challenges here is that although the words rhyme, they do not belong to the same spelling family.

## Materials

Thematic Assignment  
Booklet

Remove Day 6: We Belong Together Cards from Thematic Assignment Booklet 4A and complete as directed.

Then ask your student to sort the pictures into two piles: one for older animals and one for younger animals. As this is being done, ask the following questions:

How do you know this is a baby animal?

What made you decide that this is an older animal?

Once the animal cards have been sorted this way, ask your student to match up the older and younger animal of each pair. Each time the child finds a pair, ask the following question:

How do you know they belong together?

If the answer is “Because they are both cows,” ask

How do you know they are cows?

Look at another matching pair of animals—a younger one and an older one.



Continue your discussion as follows:

Do these animals belong together?

Which animal is older?

Which animal is younger?

Explain your answer.

With a matching pair of cards, introduce the word **similar** as follows:

What do you think is similar about the two animals?

Similar means almost the same.

Ask this question for several pairs.

**Note:** Save the cards as they will be used again in Day 18. You may want to keep them as a family game, but it is not necessary to send the cards in.

### Enrichment (optional)

Use the We Belong Together cards to play a memory game. Place the cards upside down and take turns flipping over two cards at once. If the two cards go together, the player keeps them. If not, they are turned over again.

Store-bought memory games are also available. You may be able to find a game with animals that is very similar to the game presented in this morning's reading. A game like this would be suitable for Sharing Time when other family members are present.



## Writers Workshop

In today's Writer's Workshop, your student will make a pie chart of the events in *The New Baby Calf*.

Discuss what happened to the calf by paging through the book together. You may discover the following points:

- calf born
- mother licked him
- tried to walk
- drank milk
- got stronger and played
- ate and got fat



### Materials

Thematic Assignment Booklet



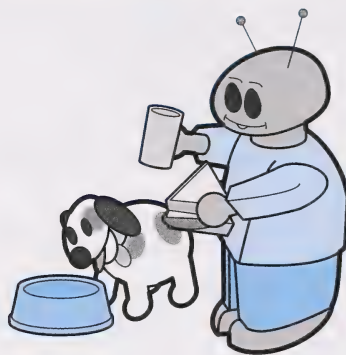
Turn to the Story Pie in Thematic Assignment Booklet 4A. Explain that a Story Pie is one way to show what happened in a story.

Encourage the child to refer to the story for help with spelling and remembering the events. The points do not have to be complete sentences. "Drank milk" or "got fat" is fine.



Are you going to have some cow's milk with your lunch?

This afternoon you will continue with Barbara Reid's techniques for modelling clay.

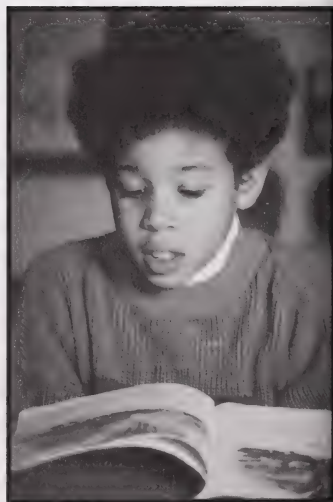


## Silent Reading

**Time recommended: 10 minutes**

The child may choose a book for reading time and decide how the ten minutes will be divided. Decision-making and choice are an important part of Silent Reading.

- studying the pictures
- looking for known words
- sounding out new words



## Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 4, Day 6.

## Project Time

**Time recommended: 50 minutes**

Continue “painting” with modelling clay. Refer to Project Time in Day 5 as well as any resources by Barbara Reid you may have. Encourage your student to study the illustrations in *The New Baby Calf* for ideas and techniques. Discuss what tools Barbara Reid might have used to make clouds, grass, or the cow’s coat of hair.

After your student has some grasp of how the work is done, encourage the child to make decisions about what to include in the picture and how to create a particular effect.

The child’s teacher will be pleased to see a photo of this project, which may be submitted now or with Module 4B.



## Sharing Time

**Time recommended: flexible**

Your student’s artwork may be uppermost in the child’s mind for sharing. On the other hand, there are many other possible activities to share today, so this is another opportunity for the child to make a decision.

Perhaps there is something else from the child’s life that he or she would like to share. This could be anything from a skit to playing the piano to a favourite game. Limit the number of choices or the time allotted, but let the child be “in the driver’s seat.”

## Let's Look Back

**Time recommended: 10 minutes**

As you review the day's activities, ask the following questions:

What did you enjoy most about today's activities?

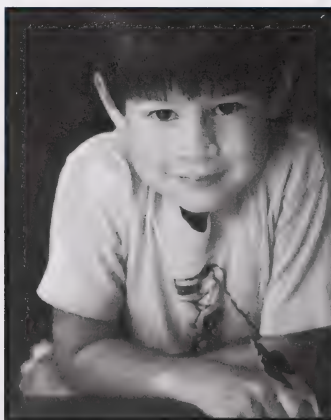
What was the hardest activity we did today?

Why was it hard?

What would make it easier?

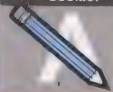
How do you feel about making decisions regarding your school work?

Do you find it easy or hard to make decisions? Explain your answer.



### Materials

Thematic Assignment Booklet



Open Thematic Assignment Booklet 4A to Day 6: Learning Log. Complete the Home Instructor's checklist and comments. Include your student's comments about today's activities.

## Story Time

**Time recommended: flexible**

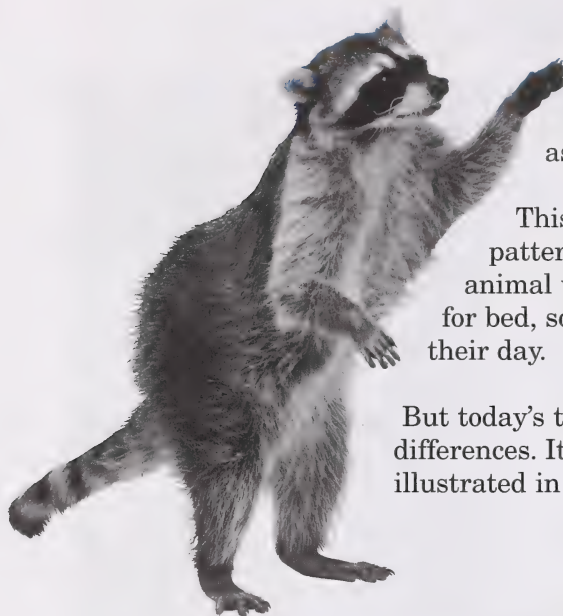
Let your student pick the stories today.



**You have been awake all day.  
Now, it's time to sleep.**

**Awake and Asleep—that's the theme  
for Day 7.**

# Awake and Asleep



Night-time is for sleeping—or is it? Daytime is activity time—but only for some animals! Who's awake right now? Who's asleep?

This lesson looks at the different patterns of rest and activity in the animal world. When you're getting ready for bed, some animals are just beginning their day.

But today's topic does not only discuss differences. It is also about similarities, as illustrated in the story "Good Night."



## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Math Time

- See Mathematics Module 4, Day 7.

### Music and Movement

### Language Arts

- *Level A: Modern Curriculum Press Phonics*, pages 172–174
- “Good Night” from *Slide In*

### Silent Reading

- books, magazines, or other favourite reading material

### Project Time

#### Project Choice 1: Night Vision

- flashlight
- hand mirror
- black construction paper or black paint
- a shoe box or similar container

#### Project Choice 2: Cat’s Eyes

- paints or crayons, drawing paper

### Story Time

- mutually chosen reading material
- “Good Night” from *Slide In* (optional)



### Calendar Time

**Time recommended: 10 minutes**

The topic “Awake and Asleep” may lead to discussing what time your student goes to sleep and wakes up. You may also discuss what the time is now and what times of day you usually begin and end school work.

Proceed with your usual calendar routine.



### Focus for Today

Today's focus is on your student's **growing skills in reading and writing**. You will observe strategies the child uses to read a story and to express ideas through writing. Notice the problem-solving techniques your student uses. Does the child abandon a difficult reading or writing task, or keep at it until it's figured out?

## Language Arts

**Time recommended: 35 minutes**

### Spelling

For today's spelling activity, have your student write sentences with the assigned words for this module.

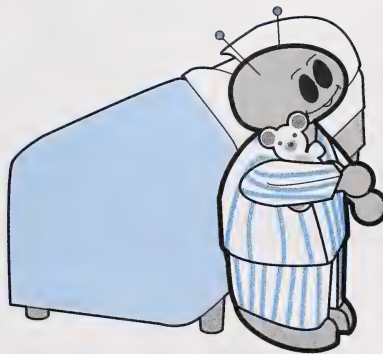
<b>the</b>	<b>in</b>	<b>it</b>
<b>I</b>	<b>is</b>	<b>if</b>

The student may write the sentences on interlined paper. Remind your student to use

- a capital letter to begin each sentence
- a capital letter for the proper names of people and places
- the correct end punctuation for each sentence (period, question mark, exclamation mark)

Have the student underline each spelling word in the sentence, as shown in the following example.

I will go to bed.



If your student was able to spell the assigned words on Day 1, you were asked to choose other spelling words. Use these personally chosen words in sentences.

Label the back of this sheet with

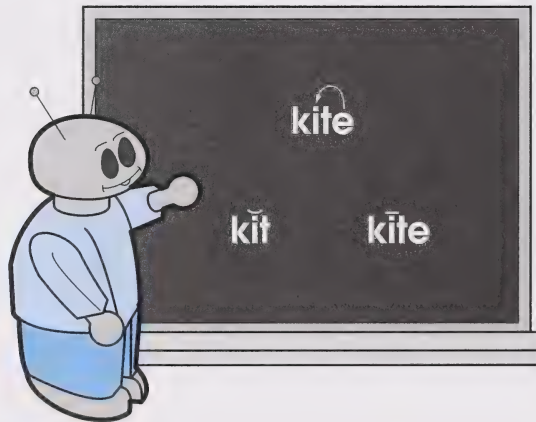
- student's name
- M4D7

Place the sheet in the Student Folder.



### Phonics and Printing

Today you will review how the **super e** changes the pronunciation of words with the vowel **i**. This principle can best be shown by working with word pairs like **kit** and **kite**. Write the words **kit** and **kite** on the chalkboard or on a sheet of paper. Does your student remember that the **super e** taps the vowel lightly and makes it say its own name? An arrow indicates the “tapping.”



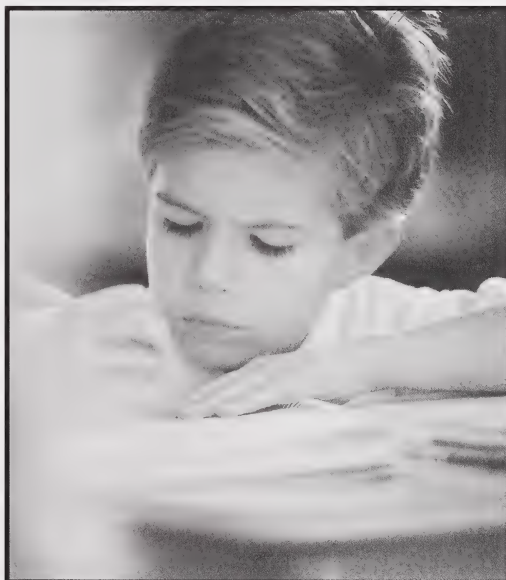
Have your child show you how to make the arrow from the **super e** to the **vowel i** in the word **kite**. Your student could also mark the “short i” and “long i” sounds as shown above.

Now, continue by printing the following pairs on the chalkboard or a sheet of paper. Read the words and mark the vowels as you go.

sit	site
dim	dime
hid	hide
fir	fire
bit	bite



Open *Level A: Modern Curriculum Press Phonics* to page 173. Before your student begins the page, say the names of the pictures together. Correct page 173 when the child is finished. Then ask your student to complete page 174 by first reading each word of the pair aloud. Your student may do this page independently.



### Materials

Student Folder

abc

Before placing the phonics pages in the Student Folder, have your student label them with

- his or her full name
- M4D7

For printing practice, have your student copy and complete these sentence starters in the Printing Practice notebook.

One time I \_\_\_\_\_.

I like \_\_\_\_\_.

It is not necessary to send in this assignment.

### Enrichment (optional)

Throughout the day, look out for words that end in **-ite**, **-ime**, **-ipe**, **-ice**, and **-ike**.

## Music and Movement

**Time recommended: 10–15 minutes**

Start the Music and Movement session with the animal stretches learned on Day 5.

Then read aloud (or sing, if you know the tune) “Over in the Meadow.” While you read, your child should move like the animal in each verse—a frog, a fish, and a bird.



## Over in the Meadow

Over in the meadow, in the sand, in the sun,  
Lived an old mother frog and her little  
froggie one.

“Croak!” said the mother; “I croak,” said the  
one,

So they croaked and they croaked in the  
sand, in the sun.

Over in the meadow, in the stream so blue,  
Lived an old mother fish and her little fishies  
two.

“Swim!” said the mother; “We swim,” said the  
two,

So they swam and they swam in the stream so  
blue.

Over in the meadow, on a branch of the tree,  
Lived an old mother bird and her little  
birdies three.

“Sing!” said the mother; “We sing,” said the  
three,

So they sang and they sang on a branch of the  
tree.

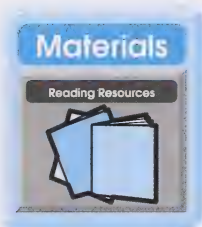


Now, sit side-by-side and read the poem aloud together. Ask your student to repeat each line after you, mimicking your pitch (how high or low the sound is) and volume (how loud or soft you speak or sing). Vary the pitch or volume with each animal mother that speaks.

### Language Arts

**Time recommended: 60 minutes**

#### Reading



Locate the story "Good Night" in the Table of Contents in the book *Slide In*. Have your student turn to the story by using the page number indicated.

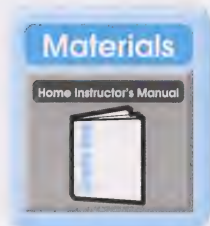
Together read the title and the name of the author. Next, encourage the student to look at the pictures on pages 4 to 15. Discuss the following question:

What do you think this story is about?



#### Word Work



Have the student preview the story text. Talk about known words and study any unknown words. The high-frequency story words **this, in, the, little, a, on, and, his, and me** were studied in previous modules.



To guide the child's study of unknown words, you may use the following information and the Key Words and Actions Guide from the Home Instructor's Manual.

Two words that you might study are **sleeps** and **tree**. Focus on the **squiggly ee's** in both these words. Pull the lips back to make an exaggerated "ee-ee" sound. You may also want to have the student imagine that the ee's are what someone might say upon seeing a mouse or what two little mice might say when running away from a big cat.

If there are problems identifying a sound, have the student practise the sound while looking in a mirror. Talk about the position of the mouth and tongue when saying the sound.

<p>ee</p>	<p>squiggly ee</p>  <p>eeee</p>	<p>Pull your lips back and make an exaggerated “ee-ee” sound.</p>	
-----------	--	---	---

On a piece of paper, list other words that belong to the same word family as **sleep** and **tree**. For example, the words **three**, **bee**, **see**, **knee**, **fee**, and **wee** belong to the same word family.

Refer the student’s attention back to pages 4 and 5 of “Good Night” and ask the student to read the text.

Before turning the page, invite the child to predict what might happen on the next page. Discuss the reasons for the prediction, and then have the student continue to read pages 6 to 15.

Once finished ask the following questions:

Where does the little fish sleep?  
 Where does the little bird sleep?  
 Where does the little horse sleep?  
 Where does the little hen sleep?  
 Where does the little pig sleep?  
 Where does the little fox sleep?  
 Where does the little lamb sleep?  
 Where does the little dog sleep?  
 Where does the little bat sleep?  
 Where do you sleep?

After discussing where the animals sleep, help the student safely act out how each animal is shown sleeping. Then, have the student pretend to be the animal and say, for example, “I am a pig sleeping in a pen.” Encourage the student to accentuate the use of the prepositions **in**, **on**, **by**, and **over**.

Continue with the following questions:

Which animals in the story are sleeping outdoors and which ones are sleeping inside?

Which animals in the story have four legs? two legs? no legs?

Do all the animals have eyes?

Do all the animals have their eyes closed?

Are all the animals sleeping at the same time of the day?

What time of the day is it?

How do you know it is this time of day?

Is the moon in several of the pictures shaped like a banana or a clock?

Do you know the names of some animals that go to sleep for many days and nights during the winter?

What word means to spend the winter sleeping? (**hibernate**)

Is it important to get a good night's sleep? Why or why not?

What does it mean to have a good night's sleep?

After discussing the questions, have the student reread the story, guiding the student on the use of some of the phonics studied. Take into account your student's attention span and overall enjoyment of the story.

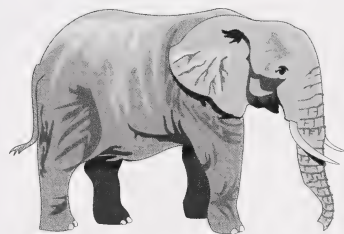
After reading the story, encourage the child to name several different reading strategies, such as

- sounding it out
- making a guess
- reading on
- looking at the picture
- asking for help

## Enrichment (optional)

One significant difference among animals is whether they are **diurnal** or **nocturnal**. The following facts about the sleeping and hunting patterns of animals may inspire further reading and learning:

- Horses and elephants sleep standing up.
- Snakes sleep with their eyes open.
- Mice come out at night when it's harder for other animals to hunt them.
- The hot sunlight dries out the skin of earthworms and slugs. To keep their skin moist, they come out at night.
- Owls and hawks eat the same food. Instead of fighting about which one gets the food, they take turns. The owls hunt at night and the hawks hunt during the day.
- Another point for discussion is how animals can find food in the dark.



Discuss the fact that some animals, such as cats, have keen eyesight at night. Other animals, such as owls, have very good hearing, and they use that sense to help them find mice and other small creatures.

**diurnal:** active chiefly in the daytime

**nocturnal:** active chiefly during the night

If you are fortunate enough to live near a zoo with a nocturnal exhibit, you might enjoy a visit there. The exhibit is probably in a special area with red lights. Nocturnal animals can't see red light, so they are tricked into thinking it is dark and remain active. Brighter lights are turned on at night so the animals will sleep.

Do all animals need sleep? (Yes, all animals need sleep.)

Do you need sleep also?

What happens when you don't get enough rest?

Do you like to go to bed? Why or why not?



### Materials

Collections Writing Dictionary



### Materials

Student Folder



Ask your student to write a journal entry about what he or she likes best about going to bed. Another option is to write about an animal's rest or activity time. Encourage your student to use his or her *Collections Writing Dictionary* as well as constructed spelling.

Remember to label the back of the entry with

- the student's name
- M4D7

Place the page in the Student Folder when it is finished.

## Journal Writing

Compare your student's bedtime to an animal's bedtime by asking the following questions:

How do you know when it is time for bed?

How do you get ready for bed?



What stories, songs, or toys do you like at bedtime?

What do you like best about going to bed?

Do you think staying up late at night is fun?

Would you like to stay up every night and then sleep in the daytime? That is what some animals do.

They rest in the daytime and go out at night to hunt for their food.

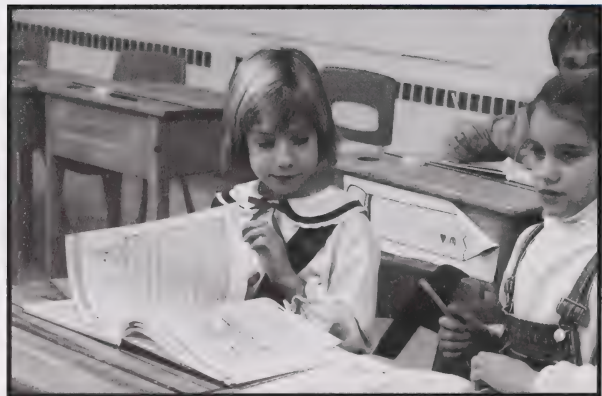
Do you know any animals that are awake at night and asleep in the daytime? (owls, raccoons, earthworms, mice, and slugs)



We all need sleep.  
We also need food.  
Are there any animals nearby  
that are ready for lunch?

### Silent Reading

**Time recommended: 10 minutes**



## Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 4, Day 7.

## Project Time

**Time recommended: 50 minutes**

Today you will be considering cat's eyes—scientifically or artistically. Consider the two project choices before deciding which one to do. If time allows, your student may want to do both projects. Only one choice is required for submission.

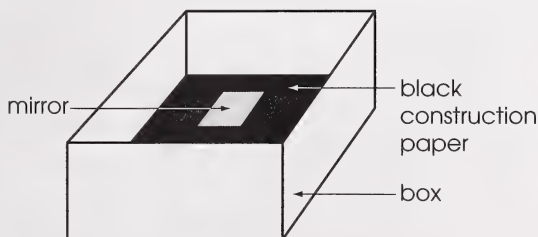
### Project Choice 1: Night Vision

Have you seen a cat's eyes glowing at night? Have you ever wondered how animals can travel in the dark without bumping into things?

The glow in a cat's eyes comes from a mirror-like layer at the back of its eyes. Find out how it works by making a simple model, as outlined below.

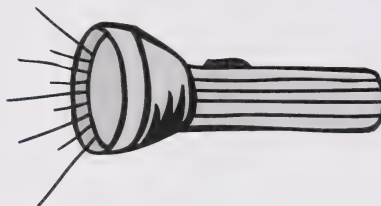
**Step 1:** Cover the inside of a shoe box with black construction paper or paint it with black paint.

**Step 2:** Tape a mirror to the inside bottom of the box, off to one side.



**Step 3:** Take the box into a dark place, such as a closet or a bathroom with the light turned off.

**Step 4:** Set the box on its side. Stand about an arm's length away from the box. Shine your flashlight toward the bottom of the box.



**Step 5:** Shine it toward the black part. What happens?

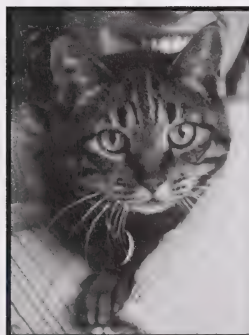
**Step 6:** Shine it toward the mirror. What happens?

When light hits a mirror it is bounced back, or **reflected**, making the inside of the box glow.

Something similar occurs in a cat's eyes. Light inside the eye is reflected back into the **retina**. This helps it to see better at night or in low light.

**retina:** the lining of the back of the eyeball that is made up of several layers of cells that are sensitive to the light that enters the eye

Although a formal science log is not yet required, it is important that your student begin recording some details about the experiment.



On a sheet of paper, help your student record the following:

What I want to know or show. This could be a question or statement to show the purpose of the experiment.

Draw a diagram that shows what you are doing (procedure) and the equipment and materials you are using.

What I saw. In a couple of sentences share your observations.

Why I think this happened. Help your student draw conclusions about what did happen.

## Project Choice 2: Cat's Eyes

Paint or draw a picture of a cat in the night with bright light reflected from its eyes. Do a close-up view so the eyes can be clearly seen. Fill up the whole page. Ask your student, "What is behind the cat?" Have the student fill in this background.



For Project Choice 2, you may wish to display the student's artwork before submitting it with the other materials on Day 9.

For either project, be sure the page is labelled with

- the student's name
- M4D7

Then place it in the Student Folder.



### Sharing Time

**Time recommended: flexible**

Why not invite other family members into the closet to learn about night vision? Share the picture of a cat at night and explain what you learned.

Your student may have another new skill to demonstrate.

### Let's Look Back

**Time recommended: 10 minutes**

Use questions like the following to review today's activities:

Today we learned about when animals are awake and asleep. What did you learn that was surprising?

What else would you like to know about animals and their sleeping habits?

Is there anything you would like to change about the way you go to bed at night?

Is there anything you would like to change about getting up in the morning?

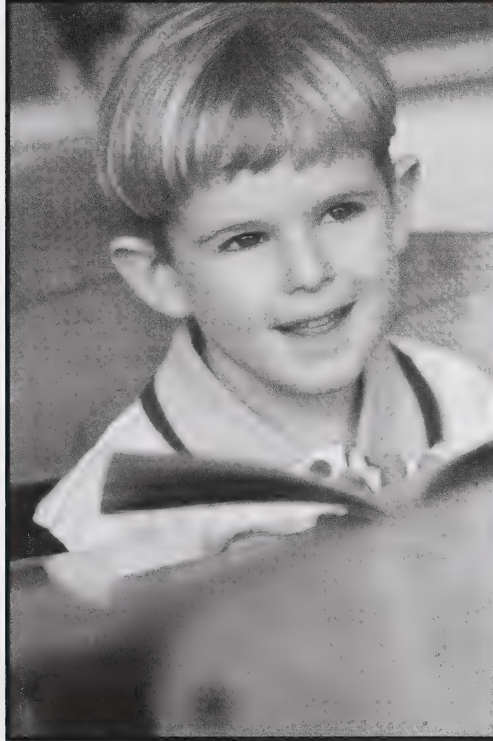
What would you like to tell your teacher about today's activities?



There is no Learning Log for Day 7.

## Story Time

**Time recommended: flexible**



### Materials

Reading Resources

Again, you may have already chosen reading materials. On the other hand, you might enjoy reading about a lesson learned in *The Day the Sheep Showed Up* by David McPhail. This book can likely be obtained from your local library.

What do clouds have to do with sheep? Are you curious? Go back to Story Time in Module 3: Day 7.

**Congratulations on completing Day 7.  
Follow a trail to Day 8 and you may  
discover animal tracks and trails.**

# Tracking: Is an Animal Nearby?

Is an animal nearby? Yes, there are probably many animals nearby. Signs of their presence are easy to find. The animals themselves might be harder to spot, since they are experts at the game of hide-and-seek. You'll be playing that game today, too.

Many of today's activities could take place outdoors. If the weather permits, have a wonderful time outside. Indoor alternatives are given in case the weather keeps you inside. Another option would be to exchange Day 8 with Day 9 activities if weather predictions look better.

You will notice one major shift in today's schedule. Since Journal Writing is a follow-up of today's explorations, it fits best after Project Time. To accommodate this change, you will be doing Math Time, if you are also registered in that course, at the end of the morning.



## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Language Arts

- word boxes and index charts
- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics*, pages 175 and 176

### Math Time

- See Mathematics Module 4, Day 8.

### Silent Reading

- books, magazines, or other favourite reading material

### Project Time

#### Searching for Signs

- Thematic Assignment Booklet 4A  
– Day 8: Searching for Signs  
Sheets A and B
- magnifying glass (optional)
- a plastic bag
- small notebook and pencil
- a clipboard (optional)
- coloured toothpicks or vegetable pasta

#### Let's Look Back

- Thematic Assignment Booklet 4A  
– Day 8: Learning Log

#### Story Time

- “Porcupines” (story included in lesson) (optional)
- “The Porcupine” from *Toes in My Nose* (optional)

### Activities

#### Calendar Time



## Calendar Time

**Time recommended: 10 minutes**

Proceed with your usual calendar routine.

## Focus for Today

Is your student willing to try new things? Does the child welcome opportunities to participate in outdoor activities? Is a walk through the park an adventure? Today's focus will be on your student's **attitude, effort, and participation.**

## Language Arts

**Time recommended: 35 minutes**

### Word Study

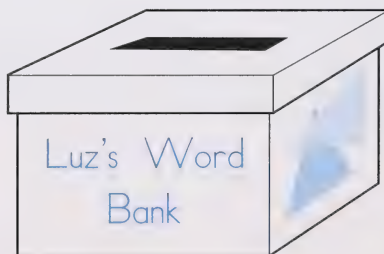
Check your student for automatic recognition of these high-frequency words:

some

day

way

**Note:** Words on index cards are printed without marking short or long vowels, letter combinations, and so on. Quick recognition of the words entitles the child to place the cards in the personal word bank and select new words to study. Print any selected words on white index cards and help the student study them.



To teach recognition of the word **some**, present it as a **weird word**. It does not follow the **super e** rule.



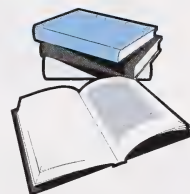
The words **some** and **come** are in the same family and both are irregular or **weird words**.



To read the words in context, use sentences like the following:

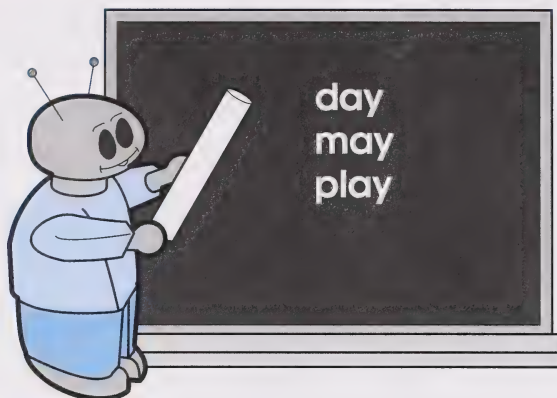
Come to my house.

I have some new books.



For the word **day**, your student has already come across the **ay** letter combination in phonics activities. The child may, therefore, remember that **ay** makes the “long a” sound in most words. The word **says** is an exception.

As needed, review the beginning consonants using the key words and actions. Learning to read the **ay** letter combination will help your student read many words. Brainstorm to see how many **ay** words you can think of.



After studying the words, place the cards in the New Word Box. Have the student print any new words in the *Collections Writing Dictionary*.

## Phonics and Printing

### Materials

Phonics Book



Turn in *Level A: Modern Curriculum Press Phonics* to page 175. Review “long a” and “long i” sounds as needed. Read the instructions for page 175 together. Then ask your student to complete the page independently. Mark the page and look after any necessary corrections.

Read the instructions for page 176 together. Ask the child to say the name of each picture. Then have your student print the missing vowels.

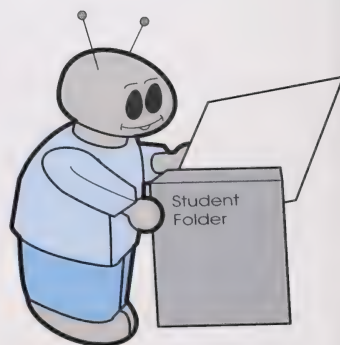
Remind the student that some words, like **bike**, need a middle vowel and a **super e** at the end of the word. The child will then complete the page independently.

### Materials

Student Folder



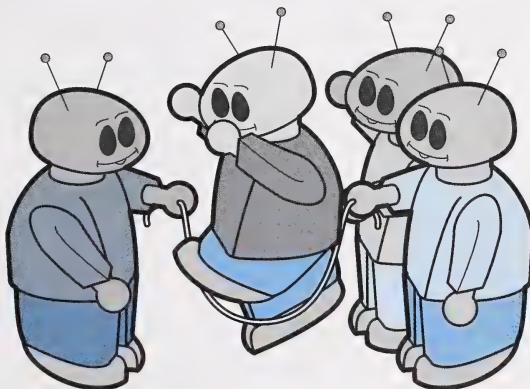
Encourage best effort at printing the words. This will also be printing practice for today. Mark the page and ask the child to label the assignment with his or her name and M4D8 before placing the sheet in the Student Folder.



## Music and Movement

**Time recommended: 5 minutes**

Take a short break, such as running on the spot, skipping, or dancing to music. Since today's schedule provides for physical activity later, you may want to conserve your time and energy now.



## Language Arts

**Time recommended: 60 minutes**

### Reading

The following verse tells the reader about animals and their homes. Read it aloud, encouraging your student to track the text by moving a finger along under the words while reading. Do not read the bracketed information, but explain that this information tells about the accompanying actions.



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## Houses

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Here is the nest for the robin.

(Cup hands together.)

Here is a hive for the bee.

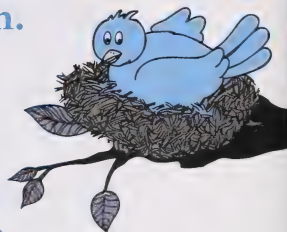
(Make a fist.)

Here is a hole for the bunny.

(Finger and thumb touch to make a circle.)

And here is a house for me.

(Hold up hands, palms facing, and slant fingers to put fingertips together.)



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## Word Work

Ask the student to review the verse, this time looking for known and unknown words. The high-frequency words **here**, **is**, **a**, **and**, **the**, and **for** were studied in previous modules.

To guide the student's study of unknown words, you may want to begin by focusing on the "ou sound" in the word **house**.

ou

pinch sound

Pinch your arm lightly and say, "Ouch!"

Ouch.



Talk about the position of the mouth and tongue when saying this sound and again when focusing on the "long e" sound, as in the words **bee**, **bunny**, and **me**. Even though all these words end differently, they still say the same sound.

Read the poem together a few more times while doing the accompanying actions.

Then, on a piece of paper, list other animals and their homes.

Animal	Home
fox	den
owl	tree

Now, have some fun creating other verses that match the animal with its home. Challenge the student to think of an action to illustrate each animal home. For example,

**Here is the den for the fox.** (Place fingertips together and leave palms apart.)

**Here is a tree for the owl.** (Extend fingers out.)



You may wish to print the verses on large pieces of paper, and then display them for everyone to read and enjoy.

### Enrichment (optional)

Your student may be interested in further research about where animals live and what their homes are called. Research would involve

- reading books, magazines, or encyclopedias
- searching on the Internet
- listening to and viewing a CD-ROM or a videocassette



For further investigative work, consider examining an owl pellet. Owls swallow their prey whole. They spit up bones, claws, and other bits of undigested food in dry, whitish packets called **pellets**. Pellets can be obtained from scientific supply stores or by searching the ground near an owl's roost in a wooded area or near a fencepost at the edge of a field.

Soak the pellets in warm water for an hour or two. Then place them on paper towels. Use tweezers to separate out the bones, feathers, and claws. See if you can figure out what the owl has been eating.

## Math Time

**Time recommended: 45 minutes**

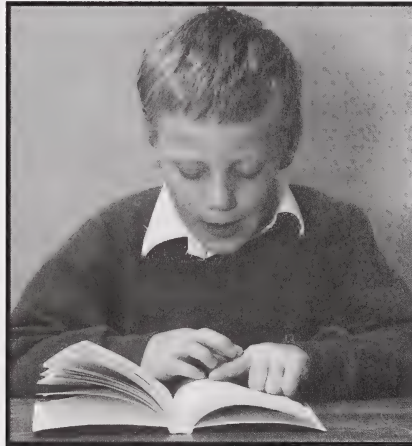
Proceed with Mathematics Module 4, Day 8.

**Serve yourself a warm and hearty  
lunch. You will soon be heading  
outdoors.**

## Silent Reading

**Time recommended: 10 minutes**

The choice of Silent Reading material is optional. Does your student have any favourite books or stories about animals? Are some of these pieces within the child's reading level?



### Project Time

#### Searching for Signs

**Time recommended: 50 minutes**

Ideally, today's activities would take you outside. Since that is not always possible, alternative instructions are included for exploring indoors. Other family members might enjoy taking part in these activities.

Introduce today's activities as follows:

Today we are going on a hunt!

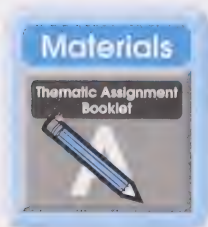
We are going to be detectives  
searching for signs of animals.



Your student might wish to dress up as a detective with a special hat, glasses, and overcoat that would help to set the mood for this not-so-ordinary walk. A magnifying glass would be useful, as would a bag for collecting evidence and a small notebook and pencil for taking notes. Your student will make a list of evidence as it is found.

A park, field, or other natural area would be a good place to search, but you can also find evidence right in your own neighbourhood. Discuss the meaning of **camouflage**. Visit a favourite spot outside and discuss how it has changed since summer. As well as searching for signs of animals, you will observe nature, including seasonal changes.

**camouflage:** to blend  
with surroundings



Turn to Thematic Assignment Booklet 4A to Day 8: Searching for Signs. Remove the four sheets and clip them to a board so you can take them with you.

### Materials

Student Folder



Once completed, label the back of the pages with the student's full name and M4D8. Place the completed sheets in the Student Folder.

Get yourselves dressed for your adventure. Have fun, but be on your guard. You never know who you will meet up with!



You could even meet a prickly porcupine.

### Alternative Activity

#### Searching Indoors

Begin your indoor search as follows:

What kind of animals do you think are in our house?

Let's find out!

There are several examples of animal life you are likely to find. For example, you may find evidence of insects. Dead insects can sometimes be found on window sills or between window screens and panes, in light fixtures, and on plants. Watch for spider webs and their owners as well.

If you have pets, notice signs of their presence: uneaten food, paw prints, scratch marks, and hair.

## Day 8 • Tracking: Is an Animal Nearby?

You are bound to find signs of human life in your home! As you find evidence, discuss how it is similar to what might be found in the wild. For example, your student's dirty clothes on the floor might be compared to feathers or snake skins found in a forest. The remains of this morning's breakfast might be compared to a squirrel's half-eaten pine cone. Fingerprints on the walls are like tracks in the mud. All these signs of animal life tell you about the animal who made them.

Take a peek in the garbage can or recycle bin and see what conclusions you can draw about the animals who live in this home.



garbage



recycled materials



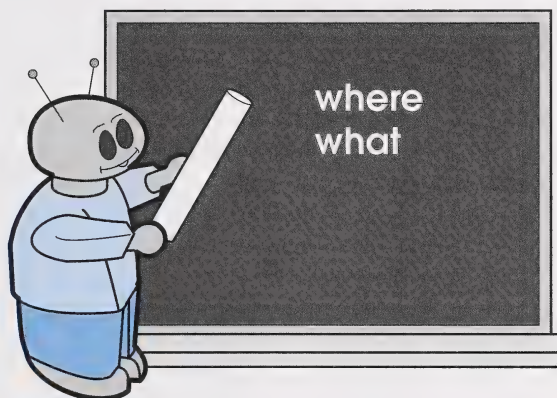
After you have checked the whole house, the corners of the basement, and the garage, ask the child to spend a few minutes tidying up the animal signs. Put on some lively music and see how many traces of humans can be cleaned up before the music stops.

### Journal Writing

**Time recommended: 30 minutes**

A detective needs to file a report on each case investigated. Have the child write a report about what was found on today's search. Guide your student to tell about the search in three to four sentences.

Print the words **what** and **where** on a piece of paper or on the chalkboard.



### Materials

Home Instructor's Manual



Discuss **what** happened on the search and **where** it happened. Then have your student rehearse what to write. Encourage the student to write as independently as possible. For suggestions on how to get your student writing independently, see the Writing section in the Home Instructor's Manual.

### Materials

Student Folder



Remember to label the back with your student's name and M4D8.

Place the report in the Student Folder.

## Sharing Time

**Time recommended: flexible**

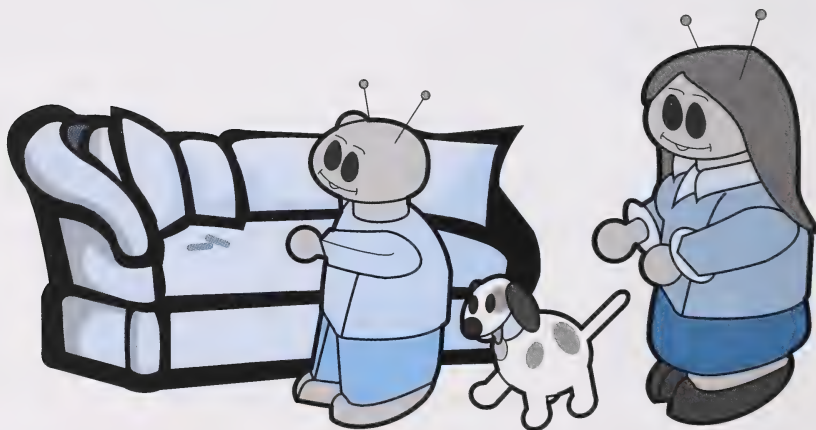
Your student probably has many points to share from today's hunt. The child may display evidence gathered, answer questions about the search, and describe why camouflage is important to animals.

### Enrichment (optional)

You might like to record the tracks of the animals that live at your house. Spread a large piece of newsprint or poster paper on the floor and ask family members to dip their feet into water-based paint and walk across the paper. You can record handprints too. Do you suppose the family dog or cat could be persuaded to join in? The paw prints of cats and dogs are similar, but there is an easy way to tell them apart. Dogs make tiny claw marks when they walk. Cats hold their claws in when they walk.

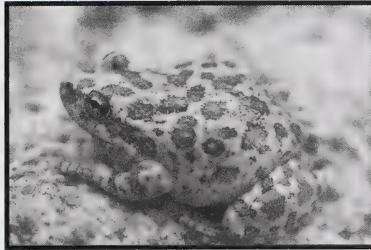
### A Game of Camouflage (optional)

Hide coloured toothpicks or vegetable pasta in fairly obvious places. A good choice is to set them against a similarly-coloured background, such as stumps or the ground outside or a carpet or tabletop inside. Family members can pretend to be a bird hunting for insects, or in other words, for toothpicks or pasta.



Time the hunt for two or three minutes. Count how many “insects” were found and discuss which colour was the easiest to find. Then switch roles. Ask your student to hide the insects for you or others to find. Play several times, discussing which colour you’d like to be if you were an insect.

Insects are not the only animals who use camouflage for protection and for sneaking up on their prey.



A frog hiding on a rock



A polar bear on snow

### Let's Look Back

**Time recommended: 10 minutes**

Review today's activities with questions similar to the following:

What was your favourite part of today?

Which things would you like to do again?

What did you discover that you didn't know before?

What else would you like to know about finding animals?

#### Materials

Thematic Assignment Booklet



Open Thematic Assignment Booklet to Day 8: Learning Log. Complete the checklist and add any comments you may have regarding your student's development.

### Story Time

**Time recommended: flexible**

Is Story Time becoming one of your favourite times of day? You might enjoy telling the child's teacher about Story Time at your house. When do you read? Where do you read? What do you read? Who is involved in your Story Time? Is it a family venture or a bonding time between one parent and one child?



**Congratulations on completing Day 8.**

**How do you get ready for winter?  
In Day 9 you'll discover how animals  
get ready for winter.**

# Getting Ready for Winter



The fall season is full of signs of the approaching winter. Animals, who are especially aware of those signs, can be seen preparing for the chilly months ahead. Some of their preparations are similar to people's preparations. They put on warmer coats and store up food. Some even head south to enjoy warmer climates!

Since today is the last day of Module 4A, you may need time to

- finish assignments
- review skills and concepts
- organize materials for submission

You are only required to do Word Study, Phonics and Printing, and Journal Writing. However, look over the other possibilities and choose what you have time for and what interests your student most.

## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics*, pages 177 and 178
- tape recorder and audio or video cassette (optional)
- Thematic Assignment Booklet 4A  
– Day 9: Getting Ready for Winter Chart

### Silent Reading

- books, magazines, or other favourite reading material

### Math Time

- See Mathematics Module 4, Day 9.

### Project Time

#### Project Choice 1: Winter-in-a-Jar

- glass jar with tight-fitting lid
- instant tapioca, coconut flakes, or aluminum foil cut into tiny pieces
- small plastic models

#### Project Choice 2: Porcupine Paperweights

- salt and flour
- toothpicks
- tempera paint powder and mixed paint

#### Project Choice 3: A Draft-Free Snake

- an old pair of tights
- a thick elastic band
- two buttons and bits of yarn, fabric, or ribbons
- “stuffing” such as fabric scraps or dried beans

### Let's Look Back

- Thematic Assignment Booklet 4A  
– Day 9: Student Folder Items

### Story Time

- *Frederick* by Leo Lionni

## Activities

## Calendar Time



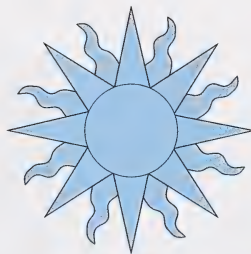
## Calendar Time

**Time recommended: 10 minutes**

After your student writes today's date on the calendar, talk about the weather and add the weather symbol.

Since today's lesson topic is about preparing for winter, discussion might include signs of changes in the seasons. Ask the child which signs he or she has noticed. These signs could include the following:

- changes in the hours of sunlight



- changes in temperature



- changes in leaves on trees



Later in the lesson you will discuss changes in clothing and in animal activity.

### Focus for Today

Focus today on your student's **work habits**. Does the child

- demonstrate organization in completing a task
- wait until all instructions are given
- comply with instructions
- focus on a task until completion
- help to maintain an orderly work space

There is no Learning Log for Day 9.



### Language Arts

**Time recommended: 35 minutes**

#### Word Study

Print the high-frequency words **away** and **may** on coloured index cards. Check your student's ability to read the words without having to sound them out.

away

may

Check to see if your student is able to read these words

- in isolation
- in a sentence

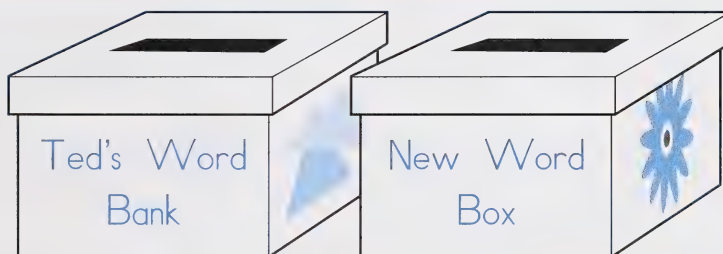


The bird went away.

You may have a snack.



Learning to recognize high-frequency words automatically is a gradual but important part of reading development. If the child has to stop and sound out words that occur often in print, the fluency of reading is interrupted. Without fluency, meaning becomes difficult to sort out, if not lost completely, in the process of decoding.



If your student can read today's words, place the index cards in the personal word bank. Decide as a team which other words to study.

If the words are not easily recognizable to the child, further study is required. Point out that both words have the **ay** letter combination.

Review, as needed, the teaching of the **ay** letter pair in Day 8: Word Study. Add any more examples you can think of for this word family. Have the student print any new words in the *Collections Writing Dictionary*.



One way to generate more words with a certain ending, such as **ay**, is to go through the alphabet. Notice each consonant.

a b c d e f g h i j k l m n

Ask, "What word would we get if we put the letter **b** in front of **ay**?" Make a chart of these words made from consonants and **ay**.

bay

day

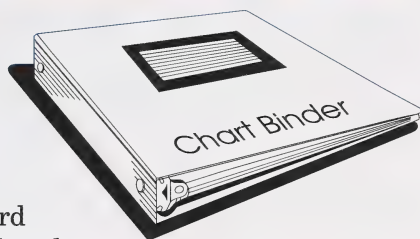
When your student is ready, look for words that begin with consonant blends.

gray

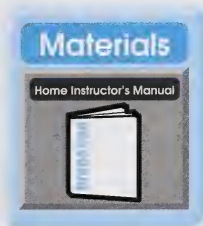
play

tray

Learning charts may be posted and later filed in your charts binder. The above charts, for example, may be filed in a section called Word Lists.



Can your student hear that the word **away** has two beats or syllables? Together, clap the rhythm of the word as shown below.



Refer to Word Box Teaching Notes from the Appendix of the Home Instructor's Manual for further suggestions on strategies for teaching the new words.

## Music and Movement

**Time recommended: 10–15 minutes**

Today's activity will work well outdoors or in an open space indoors. Other family members may join the fun. The session may begin or end with the animal stretches introduced on Day 5.

Rabbits have movements that help them survive. They can freeze and then explode from a hiding place. They can hop quickly in a zig-zag pattern.

Ask your student to pretend to be a rabbit and hop forward, backwards, and sideways. This can be done as follow-the-leader or by giving verbal directions with sudden changes in direction.

Then practise running in a zig-zag pattern. This is one of the rabbit's tactics to tire out predators. Does it tire out the pretend rabbit, too?

Next, practise freezing and exploding. Crouch as if hiding, then, on command, leap forward from the hiding place.

Adjust any of the suggested movements to suit your student's physical abilities.

### Alternative Activity

Another healthy option is to take a dog for a walk. That way both you and the dog get exercise.



### Phonics and Printing

Play a rhyming game by asking your student to name a “long i” word. Then you will name a few words to rhyme with it. Then reverse roles. Play several times. Include most of the “long i” words listed below.

time	(dime, lime, rhyme)
like	(bike, hike, Mike)
ride	(side, hide, tide)
dive	(five, hive, jive, alive)
pie	(tie, lie, die, my)
bite	(kite, light, sight)
fire	(tire, wire, higher)
line	(nine, fine, vine, pine)



Open *Level A: Modern Curriculum Press Phonics* to pages 177 and 178. Encourage your student to print neatly as this will be the printing practice for Day 9. **Do not mark today’s phonics pages or make any corrections as the teacher will evaluate them.**

Review the directions at the top of page 177. Remind the student to read the sentence and then each word on the right-hand side of the page. Have your student read the sentence out loud, trying each word in the blank. Careful reading takes the guesswork out of assignments.

The student is expected to do the assignment independently. While your student is working, you may observe how the child approaches each sentence. This would be a good time for you to consider the child's work habits as suggested in the Focus for Today.

Next, read the instructions for page 178 in the phonics book. Then, to clarify the child's understanding, have your student tell you how to do the page.



Remember to label pages with the student's name and M4D9 and place them in the Student Folder.

### Language Arts

**Time recommended: 60 minutes**

#### Reading

#### Getting Ready for Winter



Begin today's discussion by asking the following questions:

What is your favourite thing about winter?

How do you get ready for winter?

Talk about getting out warm coats, mittens, skates, and sleds. Is there a warm blanket on the bed?

Animals are getting ready for winter.

They have to dress warmly to go out in the cold.

Many Canadian animals have adapted to extreme temperature changes. Talk about animals growing extra fur or feathers. If there is an outdoor dog or cat that your student is familiar with, point out the warm coat that it is growing now.

**hibernate:** to rest or sleep through the winter

Some animals are getting ready to **hibernate**.

Do you know what hibernate means?

Hibernate means to rest or sleep through the winter.

Animals that hibernate eat extra food in the fall. An example of an animal that hibernates is a bear.

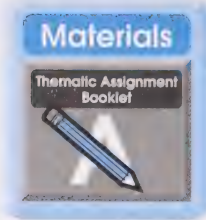
Some animals sleep all winter until it is warm again and food is available.

Others wake up from time to time to eat some of the food they have stored.

Some animals do not hibernate. Do you know how rabbits and hares get ready for winter? They change colour.



Review how colour helps an animal camouflage itself. Rabbits that turn white in the winter and brown in the summer have a better chance of hiding from their predators.



Take out the Getting Ready for Winter chart from Thematic Assignment Booklet 4A. Read the instructions together.

Today's story is a retelling of Aesop's fable "The Ant and the Grasshopper" in the form of a play. You and your student will each take a part to read. Introduce the play as follows:

**play:** a story that is written for a dramatic performance

Today we will read a **play** called "The Ant and the Grasshopper."

Can you tell me how a play is different from a story?

When a play is written down, it shows what each character says. (Point to the speaker's names in the play.)

First is the character's name, and then what the character says.

Show a line of the play and explain how to tell if the words are for the ant or the grasshopper to say. Explain that the name of the speaker is not read aloud.

Introduce the two characters—the ant and the grasshopper. Let your student choose which character to be the first time through the play.



Read the stage directions aloud as you come to them.

## ===== The Ant and the Grasshopper =====

### Scene 1

*Setting: A meadow on a sunny day in fall. An ant is carrying a piece of corn. A grasshopper hops over to the ant.*

**Grasshopper:** Good day, Ant. It is fine weather today.

**Ant:** Yes, very fine. The sun is warm.

**Grasshopper:** It is a good day to play. Do you want to play with me? We will sing and dance all day.

**Ant:** No, thank you. I must store food for the winter.

**Grasshopper:** Why must you store food for the winter? It is a long time until winter.

**Ant:** Yes, it is a long time until winter. If I start now, I will store lots of food before the snow comes.

**Grasshopper:** I will find someone else to sing and play with me. Good-bye, Ant.



## Scene 2

*Setting: A winter's day. The ground is frozen. The grasshopper and the ant meet on a path.*

**Ant:** Good day, Grasshopper. The wind is cold today.

**Grasshopper:** Yes, it is very cold. I am very hungry.

**Ant:** Why don't you eat some of your food?

**Grasshopper:** I do not have any food.

**Ant:** Why do you not have any food?

**Grasshopper:** I played every day when it was warm. I did not have time to store food. Now I am hungry.

**Ant:** I worked every day when it was warm. I had time to store a lot of food. Now I am not hungry.

---

### Materials

Home Instructor's Manual



For more information on this form of drama, review the Teaching Tip for “Little Red Hen” found in Module 1, Day 5. Information on readers’ theatre can also be found in the Home Instructor’s Manual. Read the play again, preparing it to be read during Sharing Time. An older sibling may want to be involved in this production.

After the second reading, discuss the play using the following questions:

What would you say is the main idea of this play? (What was the play mainly about?)

What do you think happens to the ant and the grasshopper next?

Does the grasshopper learn a lesson?

Does the ant offer to share some food?

What would you do if you were the ant?

What would you do if you were the grasshopper?

### Enrichment (optional)



Extend this activity by making either an audio recording or video recording of the story of the ant and the grasshopper.

Or ask your student to tell the story of the ant and the grasshopper so that it can be recorded. This retelling should be in the child's own words and in the form of a story, not a play. Your student may include an ending of his or her own choice.

The recording should begin with a title of the story or play and the child's self-introduction.

Have fun!

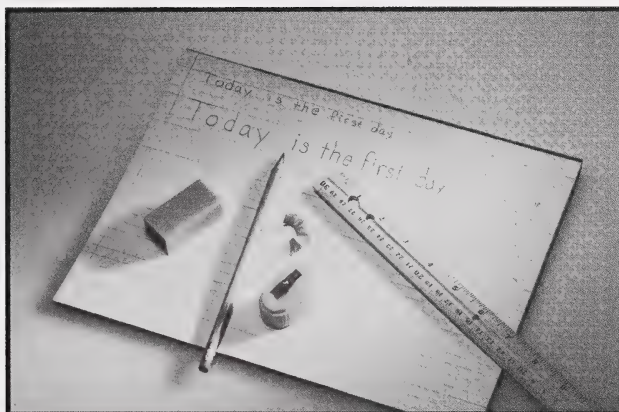
Another extension of this lesson would be to find out about local food banks in your area. Community groups often hold food drives for the less fortunate. Some grocery stores have convenient bins for dropping off donations. Perhaps on your next shopping trip, your student may select something to contribute, possibly even paying for it from his or her allowance.



## Journal Writing

Take time for Journal Writing by having your student write about an enjoyable or successful experience during Module 4A. On the other hand, the child may prefer to write about something that is happening in her or his own life. This writing may or may not have anything to do with animals.

Prepare your student for writing by discussing various topics to write about. Then have your student rehearse orally what he or she intends to write. A drawing adds a lot to the story and can be done before or after writing.



### Materials

Home Instructor's Manual



For more suggestions on Journal Writing and writing in general, refer to the Home Instructor's Manual. You may have discovered what works best for your student.

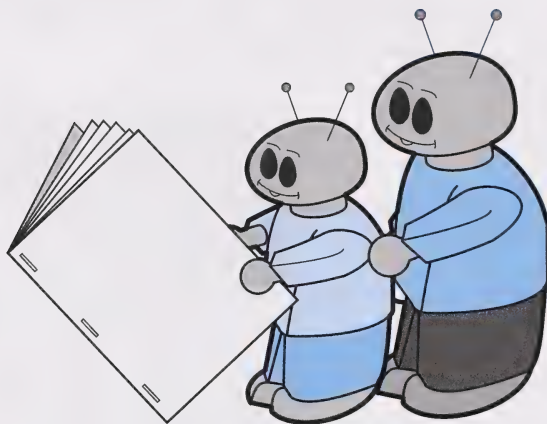
After preliminary discussion and instruction, encourage the student to write as independently as possible. Remind the child about

- sounding out words
- underlining temporary spelling
- where to look for the spelling words (charts, writing dictionary)

The play “The Ant and the Grasshopper” talked about food. Speaking of food, it’s time for lunch!

### Silent Reading

**Time recommended: 10 minutes**



### Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 4, Day 9.

### Project Time

**Time recommended: 50 minutes**

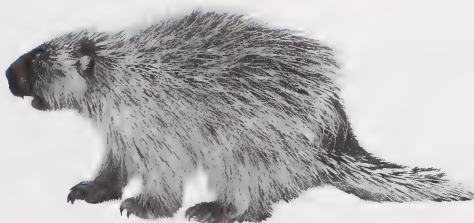
Even though today’s project choices are optional, your student might enjoy making one, two, or even three of the crafts. Any of these projects will produce something suitable for gift-giving. With or without an occasion, children benefit from being thoughtful to others.

### Project Choice 1: Winter-in-a-Jar

Bring a little bit of winter inside with an easy-to-make snow scene.

1. Make a winter scene on the inside of the jar lid and glue plastic models of people or animals to the lid.
2. Let the glue dry.
3. Fill the jar with water and a spoonful of “snow.” Snow can be instant tapioca, coconut flakes, or pieces of aluminium foil.
4. Attach the lid securely, gluing if necessary.
5. Turn the jar upside down and watch it snow!

### Project Choice 2: Porcupine Paperweights



Make a porcupine paperweight out of modelling clay and toothpicks. Study the porcupine picture here, as it helps to have a picture to refer to. How is its head joined to its body? Is there a neck? How big is its back compared to its head?

You might wish to make this porcupine in non-traditional colours, such as pink, yellow, or a variety of colours. Note the addition of tempera paint to the recipe of the modelling clay on the following page.

Proceed with the following steps:

**Step 1:** Mix the dough.

Use the recipe on the next page.

### Modelling Clay

125 mL (1/2 cup) salt  
250 mL (1 cup) flour  
250 mL (1 cup) water  
tempera paint powder and pre-mixed paint

Mix the salt, flour, and 5 mL (1 tsp) of tempera paint powder. Gradually add enough water to make a workable dough.

**Step 2:** Make the quills.

Paint both sides of toothpicks for the quills. You'll need 10 to 15 for each porcupine.

**Step 3:** Make the porcupine.

Take a ball of dough about the size of a fist and shape a porcupine. Poke in toothpicks to represent quills. Bake at 120°C (250°F) for thirty minutes or until hard.

**Caution:** An adult's help is needed to use the oven.

### Project Choice 3: A Draft-Free Snake

Prepare for winter by keeping out the drafts! This snake can spend the winter on drafty windowsills or along the bottom of a door.

**Step 1:** Cut off both legs of an old pair of tights.

**Step 2:** Put one leg into the other to give a double thickness.

**Step 3:** Stuff loosely with dried beans or rags.

**Step 4:** Secure the end with an elastic band.

**Step 5:** Decorate the snake by sewing on buttons for eyes and adding ribbons and yarn.



## Sharing Time

**Time recommended: flexible**

A performance of “The Ant and the Grasshopper” would make a great sharing activity. This could be readers’ theatre, storytelling, a play, or even puppetry.

Today’s Project Time activity would also be a good choice for sharing. Your student can explain the steps involved in making the chosen project.

## Let’s Look Back

**Time recommended: 10 minutes**

Here are some possible questions for reviewing the day’s activities with your student:

What was the easiest part about moving like a rabbit?

What was the hardest part about moving like a rabbit?

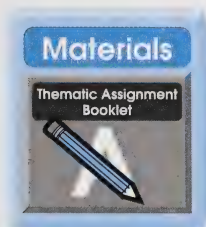
What did you like best about Project Time?

Which step was the hardest to follow?

Which step was the easiest to follow?

What would you like to tell your teacher about today’s activities?

There is no Learning Log today.



Turn in Thematic Assignment Booklet 4A to Day 9: Student Folder Items. Check off the items as you gather and clip them together.

## Story Time

**Time recommended: flexible**

One story that suits today's theme is *Frederick* by Leo Lionni. The following story, "Geese Leave Winter Behind," presents information that will be helpful in Day 10.



### ===== Geese Leave Winter Behind =====

"Grandpa, where do the birds go in the winter?" Tony asked as he turned from the window.

His grandfather crossed the room and stood beside him. In the darkening sky, they could see a flock of geese flying southward. The geese flew in a long "v" shape.

"Those geese have spent the summer up north. Soon there will be snow on the ground. Then it will be hard for them to find food, so they're flying south to where the weather is warmer. It will be easier for them to find food there."

Tony's grandfather pointed to the front of the "v." "Do you see how they follow the leader? The lead bird has to work the hardest. The birds behind the leader have an easier time flying. But they all take turns being out front."

"How do they know where to go?" asked Tony.

"It's an amazing thing, isn't it? They fly so far, so many kilometres, but they seem to know where they are going. In the daytime, they use their eyes to guide them. They follow river valleys and coastlines and mountain ridges."



Tony and his grandfather went out onto the front steps to watch the "v" fading into the evening sky. They could hear the faint sound of the honking geese.

"Will they fly all night, Grandpa?"

"Some birds fly at night when they head south. It's safer for them to fly then when the bigger birds that hunt them are resting. I don't know how they find their way in the dark. Maybe they use the position of the stars and the moon, the way sailors do."

A crescent moon was beginning to shine in the southern sky. Tony shivered in the cool evening air. His grandfather wrapped his warm arms around the boy.



“Is it hard for birds to fly so far?” Tony asked as he snuggled into the soft scratchiness of his grandfather’s sweater.

“I suppose it is. Strong winds can carry them far off their path. Sometimes it’s foggy or stormy and they might lose their way.”



“Then why don’t the birds just stay where it’s warm all the time? Why do they come back up north in the spring?”

“Well, I guess it’s a matter of space and food. Imagine if everyone decided to move down south? I guess it would be pretty crowded. It’s good to live here, where there’s lots of room to move.”

“Do all birds fly south, Grandpa?”

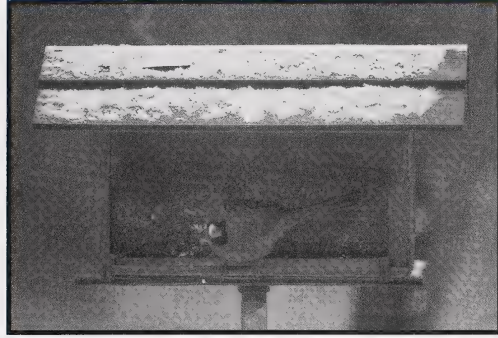
“Keep your eyes and ears open, Tony. We have some pretty tough little birds who make it through the winter right here. That’s why your grandma puts out the bird feeder every year about this time. Birds will come to eat the seeds all winter long.

“Food gives birds energy. The more food they eat in winter, the warmer they’ll be.”

The inviting smell of home-made soup was in the air.

“Looks like feeding time for us, Tony. That soup sure smells good!”

Tony took a last look at the autumn sky. Then he followed his grandfather into the house. Grandma’s soup did smell good!



**You are now finished Module 4A—  
another step of your Grade One  
Thematic Program. You are, in fact,  
halfway through the course!**

**Day 10 is called Birds in Winter.**

**What do you already know about  
that topic?**

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